READ 4380: Children’s & Adolescents’ Literature
Spring 2019 | Monday/Wednesday 2:00pm-3:15pm | ECDC 219A

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Office: ECDC 244
Office Hours: Monday 12:00pm-1:30pm & 3:30pm-5:00pm
            Wednesday 10:30am-1:30pm
            Or 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 schools. Extensive reading is required. (3 Semester Hours)

Rationale
This course is designed to provide undergraduate teacher candidates an opportunity to: 1) analyze and synthesize information regarding children’s and adolescent literature, and 2) demonstrate knowledge of various ways to help students succeed in reading.

Proficiencies & Competencies

State Adopted Proficiencies
A. The teacher possesses 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.
While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

**English Language Arts & Reading (EC-6) Standards**

**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:** 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.

- 4.7k 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.
• 7.4s Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling

**English Language Arts & 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 teach 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
• 2.8k 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;
• 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
• 2.15s Guide students to increase knowledge of cultures through reading

**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
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 do:
1. The student will determine the characteristics of high-quality children’s and adolescent 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 and adolescent literature in the classroom.
4. The student will explain how to implement children’s and adolescent literature in the classroom through meaningful learning experiences for children.

Course Topics
The major topics to be considered are:
- Children’s & Adolescent Literature
- Historical Significance
- Literature, Child Development, & Instruction
- Genres/Formats/Text Structures

Instructional Methods & Activities
Methods and activities for instruction include:
- Lecture & Discussion
- Teaching Demonstrations
- Direct Experience
- Student Presentations

Required & Recommended Readings

Required Texts
2. Selected articles, excerpts, blog posts, videos, and lesson plans available on Blackboard.

Recommended Texts
A number of supplemental readings related to the weekly topics are available on Blackboard.
Evaluation & Grade Assignment
The following course assignments will be explained in further detail during class meetings.

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<tr>
<th>Points</th>
<th>Assignment</th>
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<tr>
<td>300</td>
<td><strong>Readings &amp; Responses</strong></td>
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<td>Students will complete assigned academic readings and self-selected Children’s and Adolescent Literature readings for each class session. Students will respond to these readings using the Reading Response templates provided on Blackboard. Reading responses may be hand written, typed, or Voxed. Responses are due at the beginning of each class period. Each response is worth 5 points with the exception of the Literature Circle (2) responses which are worth 10 points each.</td>
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<td>100</td>
<td><strong>Text Analysis &amp; Evaluation</strong></td>
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<td>Students will select a Children’s or Adolescent Literature narrative text that utilizes some sort of visual element (e.g., picturebook, graphic novel, illustrated novel, etc.). Students will analyze the text according to six components and write a 5-6 page paper (double spaced): 1) Text Complexity, 2) Narrative Structure &amp; Literary Elements, 3) Narrative &amp; Literary Quality, 4) Role of Visual Images, 5) Visual Complexity, and 6) Visual Quality. The paper should cite relevant sources and use an academic style (e.g., MLA, APA, Chicago Style, etc.)</td>
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<td>Note: Students may complete the paper in stages as each component is discussed in class and schedule conferences with the professor to get feedback on their work prior to the final submission.</td>
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<td><strong>Children’s &amp; Adolescent Literature Lesson: Presentation &amp; Paper</strong></td>
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<td>In self-selected groups, students will select one of four instructional topics and prepare and present a lesson focused on that instructional topic to the class. Students will research the topic as well as pedagogical strategies, write an annotated lesson plan, teach the lesson to the class, and write a reflection based on their experience.</td>
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<td>Note: Students will be given time in class to research, prepare, and practice their lessons. Each student will submit a separate document for a grade. This document will contain that annotated lesson plan (which may be exactly the same as other group members) and a unique reflection (which cannot be the same as other group members).</td>
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**Evaluation & Grading Scale**
Assignments are scored based on completion of assigned tasks, accuracy, content, grammar, and spelling. Grades are contingent upon the completion and quality of assigned work, and are based on the subjective evaluation by the professor. Rubrics and evaluation instruments are available on Blackboard. **Late assignments will not be accepted unless there are extenuating circumstances and the student has conferred with Student Services or another appropriate University office.**

Final grades are calculated as a percent of total points earned:
A (92-100%) = 460-500 points  
B (83-91%) = 415-455 points  
C (74-82%) = 370-410 points  
D (66-73%) = 330-365 points

Grades that are borderline will be rounded up at the discretion of the professor based on students’ professionalism and participation.

**Class Schedule**
The class schedule is also [available on Blackboard](#). Chapter readings are to be completed by class time. Assignments are due on the day they appear on the schedule. The schedule is tentative and is subject to change based on the needs of the students.

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<thead>
<tr>
<th>Date</th>
<th>Agenda/Topics</th>
<th>Readings &amp; Other Media</th>
<th>Assignments</th>
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<tr>
<td></td>
<td>Introduction to Children’s &amp; YA Literature</td>
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</table>
| 1.14.19    | • Syllabus & Assignments  
             • What are your personal experiences with reading, literacy, and Children’s/YA Lit.?  
             o Perceptions & Experiences  
             o Importance  
|            | • “Once upon a time: a brief history of children’s literature”  
             • “A definition of young adult literature”  
             • *Literature for Children*: Chapter 1 (pages X-X)  
             • Self-Select Children’s/YA Literature  | • Syllabus  
             • Introductory Video  | • Syllabus Quiz  |
| 1.16.19    | • What are Children’s & YA Literature?  
             o History  
             o Definition: Object, Artifact, Text, Tool, Model, & Experience  
             o Common Formats  |                                                                                       | • Reading Responses  |
| 1.21.19    | No School – MLK Jr. Day                                                     |                                                                                       |                                  |
| 1.23.19    | • What roles do Children’s & YA Literature serve in the classroom?  
             • Standards  
             • Classroom Uses  | • Serafini & Moses (2014) The roles of children’s literature in the primary grades  
             • Self-Select Children’s/YA Literature  | • Reading Responses  |
<p>| 1.28.19    | • What are Literary Elements in Children’s &amp; YA Literature?  | • Expert Groups: Assigned Chapter in <em>Literature for Children</em>  | • Reading Responses  |
|            | narrative Competencies                                                       |                                                                                       |                                  |</p>
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<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Authors/References</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1.30.19</td>
<td>How can you teach Literary Elements with Children’s &amp; YA Literature?</td>
<td>Dallacqua (2008) • Self-Select Children’s/YA Literature</td>
<td>Reading Responses</td>
</tr>
<tr>
<td>2.4.19</td>
<td>What is Genre in Children’s &amp; YA Literature?</td>
<td>Lukens (2014) What is genre? • Self-Select Children’s/YA Literature</td>
<td>Reading Responses</td>
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<tr>
<td>2.6.19</td>
<td>How can you teach Genre with Children’s &amp; YA Literature?</td>
<td>Teaching with Genre Study • Self-Select Children’s/YA Literature</td>
<td>Reading Responses</td>
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<tr>
<td>2.11.19</td>
<td>How do Visual Elements contribute to narrative in Children’s &amp; YA Literature? (Part 1)</td>
<td>Visual Grammar • Self-Select Children’s/YA Literature</td>
<td>Reading Responses</td>
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<tr>
<td>2.18.19</td>
<td>How do Visual Elements contribute to narrative in Children’s &amp; YA Literature? (Part 2)</td>
<td>Reading the Visual Excerpts • Self-Select Children’s/YA Literature</td>
<td>Reading Responses</td>
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<tr>
<td>2.20.19</td>
<td>How can you teach Visual Elements with Children’s &amp; YA Literature? (Part 2)</td>
<td>Reading the Visual Excerpts • Self-Select Children’s/YA Literature</td>
<td>Reading Responses</td>
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<td>Text Selection: Quality &amp; Complexity</td>
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<td>2.25.19</td>
<td>What makes high-quality Children’s &amp; YA Literature?</td>
<td>Literature for Children: Awards • Award Websites • Self-Select Children’s/YA Literature</td>
<td>Reading Responses</td>
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<tr>
<td>2.27.19</td>
<td>What makes complex Children’s &amp; YA Literature?</td>
<td>Self-Select Children’s/YA Literature</td>
<td>Reading Responses</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Resources</td>
<td>Additional Resources</td>
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<td>3.4.19</td>
<td>How do you select Children’s &amp; YA Literature for the classroom?</td>
<td>• Literature for Children: Intellectual Freedom</td>
<td>• Reading Responses</td>
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<td>• Quality/Complexity</td>
<td>• Literature for Children: Learning Theory</td>
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<td>• Educational/Instructional Purpose</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td></td>
<td>• Developmentally Appropriate</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>• Socio/Emotional Factors</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>• Banned Books/Intellectual Freedom</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>3.6.19</td>
<td>How can you continue to learn about Children’s &amp; YA Literature as a</td>
<td>• Professional Organization Websites</td>
<td>• Reading Responses</td>
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<td>(Online)</td>
<td>teacher?</td>
<td>• Self-Selected Blogs, Podcasts, &amp; Social Media Sites</td>
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<td>• Professional Organizations</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>• Social Media, Blogs, &amp; Podcasts</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>3.11.19-</td>
<td>Spring Break</td>
<td>• Professional Organization Websites</td>
<td>• Reading Responses</td>
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<td>3.15.19</td>
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<td>• Self-Selected Blogs, Podcasts, &amp; Social Media Sites</td>
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<td>Reading, Discussing, &amp; Understanding</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>3.18.19</td>
<td>How can you use Children’s &amp; YA Literature to teach reading skills?</td>
<td>• Self-Select Children’s/YA Literature</td>
<td>• Reading Responses</td>
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<td>• Print Concepts</td>
<td>• Book Analysis Paper</td>
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<td>• Phonics &amp; Fluency</td>
<td>• Moses &amp; Kelly (2017)</td>
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<td></td>
<td>• Motivation</td>
<td>• Literature for Children: Literary Analysis</td>
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<td>• Comprehension Strategies</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>3.20.19</td>
<td>How can you use Children’s &amp; YA Literature to develop a love of</td>
<td>• Self-Select Children’s/YA Literature</td>
<td>• Reading Responses</td>
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<td>reading and a reading community?</td>
<td>• Moses &amp; Kelly (2017)</td>
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<td>• Reading to Learn</td>
<td>• Literature for Children: Literary Analysis</td>
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<td>• Authentic Discussions</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>• Different Lenses</td>
<td>• Self-Select Children’s/YA Literature</td>
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<td>• Teacher as Reader</td>
<td>• Self-Select Children’s/YA Literature</td>
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<tr>
<td>3.25.19</td>
<td>What does Diverse and Inclusive Children’s &amp; YA Literature look like?</td>
<td>• Diversity &amp; Inclusion in Children’s &amp; YA Literature video</td>
<td>• Reading Responses</td>
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<td>• We Need Diverse Books pdf</td>
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<td>• Self-Select Children’s/YA Literature</td>
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<td>Date</td>
<td>Topic</td>
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| 3.27.19  | • How can you talk about Diverse and Inclusive Children’s & YA Literature in the classroom?  
  • Literature Circle | • Discussion Strategies pdf  
  • Literature Circles pdf  
  • Self-Select Children’s/YA Literature | • Reading Responses |
| 4.1.19   | • How are Sensitive Topics addressed in Children’s & YA Literature?  
  • Self-Select Children’s/YA Literature | • Literature for Children: Tragedy  
  • Self-Select Children’s/YA Literature | • Reading Responses |
| 4.3.19   | • How can you talk about Children’s & YA Literature about Sensitive Topics in the classroom?  
  • Literature Circle | • Self-Select Children’s/YA Literature | • Reading Responses |
| 4.8.19   | • What is Transmedial Children’s Literature?  
  • How can you use Transmedial Children’s Literature and technology in the classroom? | • Self-Select Children’s/YA Literature | • Reading Responses |
| 4.10.19  | • What are Children’s Literature apps?  
  • How can you use Children’s Literature apps and other technology in the classroom? | • Serafini, Kachorsky, & Aguilera (2016)  
  • Self-Select Children’s/YA Literature | • Reading Responses |
| 4.15.19  | • What are Children’s & YA Graphic Novels & Comics?  
  • How can you use Children’s & YA Graphic Novels in the Classroom? | • McCloud (1996)  
  • Jimenez & Myer (2016)  
  • Self-Select Children’s/YA Literature | • Reading Responses |
| 4.17.19  | • What are Children’s & YA Multimodal Novels?  
  • How can you use Children’s & YA Multimodal Novels in the classroom? | • Multimodal Novels video  
  • Self-Select Children’s/YA Literature | • Reading Responses |
| 4.22.19  | • Research & Lesson Planning | • Self-Select Children’s/YA Literature | • Reading Responses |
| 4.24.19  | • Research & Lesson Planning | • Self-Select Children’s/YA Literature | • Reading Responses |
4.29.19
- Children’s & YA Poetry (Group Lesson)
- Self-Select Children’s/YA Literature
- Reading Responses

5.1.19
- Children’s & YA Postmodern Literature (Group Lesson)
- Self-Select Children’s/YA Literature
- Reading Responses

5.8.19
- Children’s & YA Expository Texts (Group Lesson)
- Children’s & YA Biographies & Autobiographies (Group Lesson)
- Lesson Plan, Research, & Reflection Paper

University Policies & Procedures
The following are university policies and procedures. For additional information, speak with the professor or visit the Texas A&M University-Corpus Christi website (www.tamucc.edu).

Classroom Attendance & 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 you at a severe disadvantage on the course assignments. If you are absent, please notify the professor and ask a classmate for their notes. If you have a question about course material, contact the professor.

For classes that meet twice per week, your final grade in the course will drop a letter for each absence over four. One absence is defined as missing one complete class, arriving 15 minutes late, or leaving 15 minutes before the completion of class. Note that an absence is an absence. Absences include missing class for emergency reasons, for other course commitments, and/or for illnesses. Only students with special permissions designated by the University (e.g., athletes, performers, etc.) will be given exceptions to this policy. Appropriate documentation must be provided.

Late Work & Make-Up Exams
Late assignments will not be accepted unless there are extenuating circumstances and the student has conferred with Student Services or another appropriate University office.

Extra Credit
Students may participate in a maximum of three literary experiences for extra credit (5 points each). Information regarding literary experiences can be found on Blackboard.

Cell Phone & Electronic Device Usage
Unless cell phones or electronic devices are being used as class resources, they are strictly prohibited. This includes checking text messages, email, and social media. Come to class prepared to focus on class. Keep phones off the table and instead keep them in your bag or pocket. Violations may result in you being asked to withdraw from the course and/or failure of the course. If there is a potential rising emergency, then prior notification of such possibility must be made know to the professor before the start of class and the device must be set to 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**
It is hoped 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 the professor before you decide to drop the course to be use this is the best thing to do. Should dropping the course be the best option, you must initiate this process by visiting the Student Services Center and filling out a course drop form. Just stopping attendance and participation in the course will not automatically result in your being dropped from the course.

**Preferred Method of Scholarly Citations**
All papers submitted are to follow an existing academic style guide (e.g., APA, MLA, Chicago Style, etc.). See Blackboard for resources to assist you with various citation styles including free software that will format citations for you.

**Classroom & Professional Behavior**
As a future educator, you will be a leader and mentor to children and young adults. As a teacher candidate, you are expected to behave and participate in a manner consistent with the best of professional teachers. This means being present and prepared in class, cultivating a positive attitude and a readiness to learn, and treating other members of our learning community with respect. This may mean working on your own, with your professor, or in a small group.

**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, websites, 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.