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 and writing 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.
D. 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:
1. Determine the characteristics of high-quality children’s and adolescent literature.
2. Express ways to match books to children.
3. Explain how to implement children’s and adolescent literature in the classroom through meaningful learning experiences for children.
4. Utilize media to support the integration of children’s and adolescent literature in the classroom.
As measured through a formal, applied writing assignments and an oral presentation evaluated by qualitative rubrics.

Course Topics
The major topics to be considered are:
- Genres/Formats/Text Structures
- Literary & Visual Elements
- Contributing Factors to Text Quality & Complexity
- Instructional Strategies

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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<th>Points</th>
<th>Assignment</th>
<th>Details</th>
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<tr>
<td>35</td>
<td><strong>Academic Reading Responses</strong></td>
<td>For each class session designated on the class schedule, students will read, view, or listen to and respond to assigned book chapters, journal/news articles, blog posts, lesson plans, videos and/or podcasts. Each Academic Reading Responses is designed and intended to allow students an opportunity to reflect on their reading prior to class discussion. This ensures that students have something to talk about during class discussion. Also, the Academic Reading Responses provide the professor with an opportunity to evaluate students’ understanding of the course material and correct any misconceptions based on the academic readings. There are 7 total Academic Reading Responses. Each response is worth 5 points for a total of 35 points. Academic Reading Responses may be typed or handwritten using the provided template.</td>
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<td>140</td>
<td><strong>Children’s &amp; Adolescent (YA) Literature Reading Responses</strong></td>
<td>For each class session designated on the class schedule, students will self-select two Children’s and/or Adolescent (YA) literature texts to read and respond to. Each Literature Reading Response is designed and intended to allow students an opportunity to apply their learning from the previous class session to an authentic piece of Children’s or Adolescent Literature. Booklists with recommended readings are provided for each Reading Response. However, students are not required to read the recommended texts as long as their selections are related to the material learned during the previous class period. Children’s and Adolescent Literature selections will range in format, length, and genre. Prompts for each Literature Reading Response are available in the class session folders. For example, the Literature Reading Response that is due on May 20th will focus on how the student’s self-selected texts are an example of Children’s and/or Adolescent Literature including what format the text is as well as what role the text might play in the classroom. These are the topics discussed during the previous class session on May 16th. There are 7 Literature Reading Responses. Each response is worth 20 points for a total of 140 points.</td>
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<td><strong>Literature Circles</strong></td>
<td>Students will read two Children’s and/or Adolescent Literature selections as part of formal literature circles. Students will participate in a literature circle discussion and</td>
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affiliated activities such as the completion of handouts and the application of various reading strategies.

There are 2 Literature Circles. Participation in each literature circle is worth 15 points for a total of 30 points.

100 Text Analysis & Evaluation

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) Narrative Structure & Literary Elements, 2) Narrative & Literary Quality, 3) Text Complexity, 4) Role of Visual Images, 5) Visual Complexity, and 6) Evaluation. The paper should cite relevant sources and use an academic style (e.g., MLA, APA, Chicago Style, etc.). A more detailed description as well as a detailed rubric are provided on Blackboard.

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.

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%) = 280-305 points
B (83-91%) = 254-279 points
C (74-82%) = 225-253 points
D (66-73%) = 200-224 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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<th>Date</th>
<th>Agenda/Topics</th>
<th>Readings &amp; Media</th>
<th>Assignments</th>
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<td>Date</td>
<td>Syllabus &amp; Assignments</td>
<td>Common Genres</td>
<td>Diversity &amp; Inclusion</td>
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<td>5.16.19</td>
<td>Syllabus</td>
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<td>Literature Reading Response 1</td>
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<td>Syllabus</td>
<td>Literature for Children: Literary Elements Narrator Setting Character Plot Self-Selected Children’s and/or Adolescent Lit.</td>
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<td>Literature Reading Response 2</td>
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<td>5.22.16</td>
<td>Syllabus</td>
<td>Literature for Children: Literary Elements Conflict Style Theme Tone Self-Selected Children’s and/or Adolescent Lit.</td>
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<td>Literature Reading Response 3</td>
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<td>WeNeedDiverseBooks.org Video(s) Self-Selected Children’s and/or Adolescent Lit. Lit. Circle Book 1</td>
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<td>Diversity &amp; Inclusion</td>
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<td>Literature Reading Response 4</td>
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<td>Topics</td>
<td>Reading Material</td>
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<td>5.27.16</td>
<td>Visual Elements</td>
<td>Reading the Visual Chapter 5 (pg. 55-62) Self-Selected Children’s and/or Adolescent Lit.</td>
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<td>Literature Reading Response 5</td>
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<td>5.28.16</td>
<td>Visual Elements</td>
<td>Reading the Visual Chapter 5 (pg. 62-67) Self-Selected Children’s and/or Adolescent Lit.</td>
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<td>Literature Reading Response 6</td>
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<td>Literature Reading Response 7</td>
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**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 this Maymester class, you are permitted one absence. After one absence, your overall grade in the class will be dropped one full letter grade. One absence is defined as missing one complete class, arriving 15 minutes late for two classes, or leaving 15 minutes before the completion of two classes. Additional absences will continue to negatively impact your grade.

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 one literary experience for extra credit (5 points). 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.