READ 4380: Children’s & Adolescents’ Literature
Fall 2019 | Tuesday/Thursday 12:30pm-1:45pm | ECDC 211

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Office: ECDC 244
Office Hours:
Tuesday – Thursday 2:00pm to 4pm
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
Visit this link for a list proficiencies, competencies, and standards adopted for and affiliated with this course.

Student Learning Objectives
Students will:
1. Identify and analyze genre, formats, structures, literary elements, and visual elements in print and digital children’s and adolescent literature.
2. Critique the quality and complexity of print and digital children’s and adolescent’s literature using qualitative measures, quantitative measures, and social-emotional factors.
3. Identify and apply research-based analog and digital pedagogical strategies for reading and literature instruction.
4. Justify the use of children’s and adolescent literature for a range of classroom purposes (e.g., independent reading, read aloud, etc.).

Students’ learning related to these objectives are evaluated using the rubrics affiliated with the literature reading responses, the literature selection paper, and the literature presentation.

Course Topics
The major topics to be considered are:
- Genres/Formats/Structures
- Literary & Visual Elements
- Text Quality & Complexity
- Pedagogical 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, lesson plans, and so on available on Blackboard.

Recommended Texts
A number of supplemental readings related to the weekly topics are available on Blackboard. It is recommended (but not required) that students explore these readings and reflect on them in the Academic Reading Responses.

Evaluation & Grade Assignment
The following course assignments will be explained in further detail during class meetings.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>110</td>
<td>Academic Reading Responses</td>
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</table>
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 11 total Academic Reading Responses. Each response is worth 10 points for a total of 110 points. Academic Reading Responses may be typed or handwritten using the provided template.

<table>
<thead>
<tr>
<th>250</th>
<th>Literature Reading Responses</th>
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<tbody>
<tr>
<td>For Units 1-5 designated on the class schedule, students will self-select 5 Children’s and/or Adolescent (YA) literature texts to read and respond to. A series of prompt questions related to the topic covered within each unit are provided. Each Literature Reading Response is designed and intended to allow students an opportunity to apply their learning from the previous class session to authentic Children’s or Adolescent Literature.</td>
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<td>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 unit in question. Children’s and Adolescent Literature selections will range in format, length, and genre.</td>
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<tr>
<td>There are 5 Units. For each unit, students will self-select, read, and respond to 5 books for a total of 25 books. Each unit’s Literature Reading Responses are worth 50 points for a total of 250 points. Literature Reading Responses will be shared via social media (e.g., blog posts, Instagram, Goodreads, YouTube, etc.).</td>
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<tr>
<th>75</th>
<th>Literature Circles</th>
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<td>Students will read three Children’s and/or Adolescent Literature selections as part of formal literature circles. Students will participate in a literature circle discussion and affiliated activities as well as evaluate the demonstrated strategies. Students need to be present the day of a literature circle discussion in order to receive full credit for the assignment.</td>
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**Literature Circle 1: Traditional Literature Circle (Role Sheets)**

Each member of the literature circle group will select a different role sheet. Each member will complete their selected role sheet prior to the discussion. Choose one of the following Children’s or Adolescent Literature texts:
- *Cleopatra in Space #1* by Mike Maihack (Middle Elementary +)
- *Echo* by Pam Muñoz Ryan (Upper Elementary +)
• *The Girl Who Drank the Moon* by Kelly Barnhill (Upper Elementary +)
• *Aru Shah and the End of Time* by Roshani Chokshi (Middle Grades +)
• *Children of Blood and Bone* by Tomi Adeyemi (High School +)

**Literature Circle 2: Color Coded Sticky Notes**
As each member of the literature circle group reads their book, they will use sticky notes to mark questions, comments, and visual elements as they read. Use three different colors to identify each of the categories. Choose from one of the following Children’s or Adolescent Literature texts:

• *The Witch Boy* by Molly Knox Ostertag (Middle Elementary +)
• *El Deafo* by Cece Bell (Middle Elementary +)
• *Moon Girl and Devil Dinosaur Vol. 1: BFF* by Amy Reeder, Brandon Montclare, & Natacha Bustos (Upper Elementary +)
• *Lumberjanes Vol. 1: Beware the Kitten Holy* by Noelle Stevenson, Shannon Watters, Grace Ellis, &. Brooke A. Allen (Middle Grades +)
• *March #1* by John Lewis, Andrew Aydin, & Nate Powell (High School +)

**Literature Circle 3: Opened Ended Sticky Note Strategy**
As each member of the literature circle group reads their book, they will use sticky notes to respond to the book as they read. There are no specific requirements for what to write on the sticky notes. These can include questions, comments, and connections as well as observations about literary elements, visual elements (if relevant), and other learning (e.g., quality, complexity, appropriateness, etc.). Choose from one of the following Children’s or Adolescent Literature texts:

• *George* By Alex Gino (Upper Elementary +; Banned Book)
• *I am Malala: Young Readers’ Edition* by Malala Yousafzai & Patricia McCormick (Upper Elementary +)
• *Ghost Boys* by Jewell Parker Rhodes (Middle Grades +)
• *Better Nate Than Ever* by Tim Federle (Middle Grades +; Banned Book)
• *The Hate U Give* by Angie Thomas (High School +; Banned Book)

There are 3 Literature Circles. Participation in each literature circle is worth 25 points for a total of 75 points.

100  **Literature Selection Paper**

Students will:

• Select a Children’s or Adolescent Literature text that utilizes some sort of visual element (e.g., picturebook, graphic novel, illustrated novel, etc.).
• Justify the use of the text for a range of classroom purposes (e.g., independent reading, read aloud, etc.) by:
Critiquing the text according to the following components:

Identifying and applying research-based analog and digital pedagogical strategies for reading and literature instruction.

The paper should be approximately 5-6 pages in length, apply appropriate academic conventions of writing, utilize evidence to support claims, cite relevant sources, and be formatted according to an academic style (e.g., MLA, APA, Chicago Style, etc.).

A more detailed description as well as a detailed rubric are provided on Blackboard. 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. This is recommended.

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%) = 492-535 points
B (83-91%) = 444-491 points
C (74-82%) = 395-443 points
D (66-73%) = 353-394 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.

<table>
<thead>
<tr>
<th>Unit 0: Introduction</th>
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<tr>
<td>8.27.19</td>
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Latte assignments will not be accepted unless there are extenuating circumstances and the student has conferred with Student Services or another appropriate University office.
# Unit 1: Formats

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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</table>
| 8.29.19 | • Format vs. Genre  
| 9.3.19  |   • Common Formats  
| 9.5.19  |     o Prose vs. Poetry  
|         |     o Picturebooks  
|         |     o Chapter Books  
|         | • New & Developing Formats  
|         |     o Comic Books & Graphic Novels  
|         |     o Audiobooks  
|         |     o Multimodal & Illustrated Novels  
|         |     o Picturebook Apps  

## Assignments
- **Academic Reading Response 1 (Due 9.3.19)**  
  - Chapter 7: Picture Books  
  - Chapter 8: Poetry  
- **Literature Reading Response 1 (Due 9.10.19)**

# Unit 2: Genres

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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</thead>
</table>
| 9.10.19 | • Define Genre  
| 9.12.19 |   • Fiction vs. Nonfiction  
| 9.17.19 | • Nonfiction Genres  
| 9.19.19 |     o Biography  
| 9.24.19 |     o Informational Books  
| 9.26.19 | • Fantasy Genres  
|         |     o Folk Literature  
|         |     o Modern Fantasy  
|         | • Realism Genres  
|         |     o Contemporary Realistic Fiction  
|         |     o Historical Fiction  

## Assignments
- **Academic Reading Response 2 (Due 9.10.19)**  
  - Chapter 6: Organizing Children’s Literature by Genre  
  - Chapter 13: Biography  
  - Chapter 14: Informational Books  
- **Academic Reading Response 3 (Due 9.17.19)**  
  - Chapter 9: Folk Literature: Stories from the Oral Tradition  
  - Chapter 10: Modern Fantasy  
- **Literature Circle 1 (Due 9.19.19)**
- **Academic Reading Response 4 (Due 9.24.19)**
## Unit 3: Literary Quality

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>10.1.19</td>
<td>Quality vs. Taste</td>
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<td>10.3.19</td>
<td>Literary Elements</td>
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<td>10.8.19</td>
<td>Plot &amp; Conflict</td>
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<td>10.10.19</td>
<td>Characters &amp; Narrators (POV)</td>
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<td>Setting</td>
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<td>Theme</td>
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<td>Style &amp; Language</td>
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<td>Recognizing Well-Written Books</td>
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**Assignments**
- Academic Reading Response 5 (Due 10.1.19)
  - Chapter 2: What is a Good Book?
  - Chapter 3: How to Recognize a Well-Written Book
- Literature Reading Response 3 (Due 10.15.19)

## Unit 4: Visual Literacy

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>10.15.19</td>
<td>Visual Elements</td>
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<tr>
<td>10.17.19</td>
<td>Line &amp; Shape</td>
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<td>10.22.19</td>
<td>Color</td>
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<td>10.24.19</td>
<td>Typography</td>
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<td>Gaze</td>
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<td>Social Distance</td>
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<td>Information Zones</td>
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<td>Modality</td>
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<td>Salience</td>
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<td>Visual Literacy</td>
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<td>Function of Illustrations</td>
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<td></td>
<td>Recognizing Well-Illustrated Books</td>
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**Assignments**
- Academic Reading Response 6 (Due 10.22.19)
  - Chapter 4: How to Recognize a Well-Illustrated Book
- Literature Circle 2 (Due 10.24.19)
- Literature Reading Response 4 (Due 10.29.19)
### 10.31.19
11.5.19
11.7.19
11.12.19
11.14.19

- Diverse Characters & Experiences
  - History of Diversity & Inclusion in Children’s Literature
  - Authenticity & Authorship
  - Books as Mirrors & Windows
- Multicultural & International Literature
  - Beyond Holidays & Food
- Evaluating Diverse & Inclusive Texts
- Sensitive Topics
- Banned & Challenged Books
- Censorship & Dealing with Push Back

### Assignments
- Academic Reading Response 7 *(Due 10.29.19)*
  - We Need Diverse Books Videos
  - Interview with Rudine Sims Bishop
  - Chapter 15: Multicultural & International Books
- Academic Reading Response 8 *(Due 11.5.19)*
- Academic Reading Response 9 *(Due 11.12.19)*
  - American Library Association Website: Selected Links
  - Chapter 16: Controversial Books
- Literature Circle 3 *(Due 11.14.19)*
- Literature Reading Response 5 *(Due 11.19.19)*

### Unit 6: Classroom Instruction

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<tr>
<td><strong>Topics</strong></td>
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<tr>
<td>Selecting Children’s Literature (Partial Review)</td>
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<td>Quality vs. Complexity</td>
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<td>Social/Emotional Considerations</td>
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<td>“Appropriate for Age Group”</td>
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<td>Awards &amp; Award Winners</td>
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<td>Roles of Children’s Literature in the Classroom</td>
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<td>Academic Standards</td>
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<tr>
<td>Lessons &amp; Strategies</td>
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### Assignments
- Academic Reading Response 10 *(Due 11.21.19)*
  - Serafini & Moses (2014) The roles of Children’s Literature in the primary grades
  - ILA’s Children’s #RightstoRead
  - Readers' Bill of Rights
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, veterans, students’ with specific accommodations, 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.