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 of 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 representational factors.
3. Justify the use of children’s and adolescent literature for a range of classroom purposes (e.g., independent reading, read aloud, etc.).
4. Identify and apply research-based analog and digital pedagogical strategies for reading and literature instruction using children’s and adolescent literature.

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:
- Reading
- Lecture
- Discussion

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.

Assignments
The following course assignments will be explained in further detail on Blackboard.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>200</td>
<td>Sessions</td>
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<td></td>
<td>Each “class session” will consist of various activities including reading and writing reflections as well as viewing videos and participating in interactive lectures. Each session is a little different. These activities are intended to be completed in the order</td>
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in which they are presented to you on Blackboard as each part builds on what came before it.

These assignments are graded based on completion rather than accuracy. Each session is worth a total of 20 points which can be earned by completing all of the activities. Completing fewer activities will result in fewer points.

<table>
<thead>
<tr>
<th>100</th>
<th>Discussion</th>
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<tr>
<td>After each session, you will be asked to discuss the content with your peers in an online forum. You will share something that stood out to you, ask a question, make a connection to other material, or consider how you could use your new knowledge in a classroom space. Then, you will respond to your classmates posts.</td>
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<tr>
<td>Posting is worth 4 points. An additional 6 points can be earned for each discussion by responding to your peers. You receive 1 point per peer you respond to up to six. You are welcome to respond to more individuals.</td>
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<tr>
<th>300</th>
<th>Book Reviews</th>
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<tr>
<td>After each session, you will apply your learning from the session by reading and reviewing two children’s or adolescent literature texts. You will post your reviews to a publicly available online platform such as Twitter, Instagram, or Goodreads and share the links to these post with me via Blackboard.</td>
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<tr>
<td>Each book review is worth 15 points and is graded based on a rubric. This rubric is available on Blackboard. Two reviews are due after each session for a total of 30 points.</td>
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<tr>
<th>50</th>
<th>Literature Circle (aka Book Club)</th>
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<td>Choose a book from the list below. Read this book during the semester. Make note of your noticings, questions, and connections as you read. Then, discuss the book with your group mates in a video chat using the guidelines provided by the professor on Blackboard. <strong>Note:</strong> This assignment is your only synchronous assignment. You will have to meet with your group to discuss the book in real time.</td>
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<td>- <em>Inside Out and Back Again</em> by Thanhha Lai (Upper Elementary; Verse Novel; Realistic Fiction)</td>
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<td>- <em>New Kid</em> by Jerry Craft (Upper Elementary/Middle Grades; Graphic Novel; Realistic Fiction)</td>
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<td>- <em>Aru Shah and the End of Time</em> by Roshani Chokshi (Middle Grades; Prose; Fantasy)</td>
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<tr>
<td>- <em>An Indigenous Peoples’ History of the United States for Young People</em> by Roxanne Dunbar-Ortiz; Adapted by Jean Mendoza and Debbie Reese (High School; Prose; Informational/Nonfiction)</td>
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<tr>
<td>This assignment is worth 50 points and is graded based on a rubric. This rubric is available on Blackboard.</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.

Discussion assignments will not be accepted late because other students in the class rely on your timely participation for the online class to run successfully. Other assignments will be accepted late at a letter grade/points reduction for each day that the assignment is late unless there are extenuating circumstances and the student has either conferred with the professor ahead of time or with an appropriate University office (e.g., Student Services, Disability Services, etc.).

All assignments can be redone as many times as the student would like in order to improve their grade, so long as the original assignment was not turned in late and the redone assignment is turned in within a reasonable amount of time prior to the end of the semester. What is considered reasonable is dependent upon the professor’s schedule. Students should confer with the professor prior to submitting redone assignments.

Final grades are calculated as a percent of total points earned:
- A (92%-100%) = 598-650 points
- B (82%-91%) = 533-597 points
- C (72%-81%) = 468-532 points
- D (62%-71%) = 403-467 points

**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>Session</th>
<th>Topics</th>
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<tr>
<td><strong>Session 1: 5.15.20</strong></td>
<td>Overview of Class&lt;br&gt;Definition of Children’s/YA Lit.&lt;br&gt;History of Children’s/YA Lit.&lt;br&gt;Purpose of Children’s/YA Lit.</td>
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<td><strong>Session 2: 5.18.20</strong></td>
<td>Common Formats&lt;br&gt;New &amp; Changing Formats&lt;br&gt;Poetry &amp; Prose</td>
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<td><strong>Session 3: 5.19.20</strong></td>
<td>Picturebooks&lt;br&gt;Well-Illustrated Books&lt;br&gt;Visual Elements</td>
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<td><strong>Session 4: 5.20.20</strong></td>
<td>What makes a good book?&lt;br&gt;Well-Written Books&lt;br&gt;Literary Elements</td>
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**Session 5: 5.21.20**
Fiction Genres:
- Folk Literature
- Modern Fantasy

**Session 6: 5.22.20**
Fiction Genres:
- Contemporary Realistic Fiction
- Historical Fiction

**Session 7: 5.26.20**
Nonfiction Genres:
- Informational
- (Auto)Biography

**Session 8: 5.27.20**
Multicultural/International Books
Diverse Books (Race, Gender, Disability, & LGBTQIA+)

**Session 9: 5.28.20**
Controversial Books
Censorship

**Session 10: 5.29.20**
Teaching w/Children’s/YA Lit.
Selecting Books

**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**
As this is an online course, attendance and participation is based on your completion of assignments and contributions to discussions.

**Late Work & Make-Up Exams**
Formative assignments will not be accepted late because other students in the class rely on your timely participation for the online class to run successfully. Summative assignments will be accepted late at a letter grade reduction for each day that the assignment is late unless there are extenuating circumstances and the student has either conferred with the professor ahead of time or with an appropriate University office (e.g., Student Services, Disability Services, etc.).

All assignments can be redone as many times as the student would like in order to improve their grade, so long as the original assignment was not turned in late and the redone assignment is turned in within a reasonable amount of time prior to the end of the semester. What is considered reasonable is dependent upon the professor’s schedule. Students should confer with the professor prior to submitting redone assignments.

**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.