READ 5381: Children’s & Adolescents’ Literature
Summer I 2020 - Online

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Office Hours:
Online Monday & Wednesday 1pm – 2pm
or By Appointment

I attempt to reply to email and voicemails within 24 business hours.

Course Description
This course will examine the historical, social, and pedagogical developments of the field of literature for children and adolescents. Extensive reading is required. (3 Semester Hours)

Rationale
This course is designed to provide graduate students in the fields of reading, literature, and education an opportunity to: 1) critically examine children’s and adolescent literature, and 2) consider opportunities for expanding their pedagogical practice through using children’s literature.

Student Learning Objectives
Students will:
1. Critically analyze children’s and adolescent literature around current trends and issues in the field of children’s and adolescent literature.
2. Apply knowledge gained to the development of a unit of study that addresses current trends and issues in the field.

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:
Critical Lenses for Reading Children’s/Adolescent Literature
Issues & Trends in Children’s/Adolescent Literature

Instructional Methods & Activities
Methods and activities for instruction include:
• Readings
• Discussions
• Interactive Presentations

Required & Recommended Readings

Required Texts
2. Selected articles, excerpts, blog posts, videos, 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 on Blackboard. Rubrics are available on Blackboard.

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<th>Points</th>
<th>Assignments</th>
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| 25     | Reading Reflections  
Each week there will be several reading selections related to the designated topic. Complete these assigned readings and complete a reflection using the guide provided on Blackboard.  
There are 5 reflections each worth 5 points. This is graded on a pass/no pass basis. |
| 50     | Discussions  
Each week you will discuss the content of the reading with your peers in the class. As this is an online class, this can take several forms (e.g., discussion boards, asynchronous slack discussions, flipgrid videos, synchronous video chats, etc.). We will determine which discussion format works best for our class the first week.  
Each discussion is worth 10 points. This is graded using a participation rubric. |
| 75     | Critical Reviews  
Each week you will read two to three children’s or adolescent literature texts and complete critical reviews of these books. If you choose to read a longer text (e.g., |
chapter book, graphic novel, multimodal novel, etc.), you will only complete two reviews. If you choose to read shorter texts (e.g., picturebook, comic book, leveled reader, etc.), you will complete three reviews.

Each set of reviews is worth 15 points. This is graded using a rubric.

100

Unit of Study
At the end of the semester, you will develop (or revise) a unit of study for a grade level of interest that applies your learning from this class. This will include:

- A list of relevant standards
- A description of the lesson sequence that reflection critical thinking about children’s/adolescent literature
- An annotated bibliography of children’s literature to be used
- A description of assignments and assessments
- A discussion explaining how your unit reflects your learning and critical considerations about children’s/adolescent literature issues and trends

This assignment is worth 100 points. It is graded using a rubric.

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.

Final grades are calculated as a percent of total points earned:
A (92%-100%) = 230-250 points
B (82%-91%) = 205-229 points
C (72%-81%) = 180-204 points
D (62%-71%) = 155-179 points

Class Schedule
The class schedule is also available on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tr>
<td>W1: 6/1-6/5</td>
<td>Critically Considering Children’s/Adolescent Literature History of Childhood &amp; Children’s Literature</td>
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<tr>
<td>W2: 6/8-6/12</td>
<td>Race, Ethnicity, &amp; Culture We Need Diverse Books/Own Voices Movements</td>
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<td>W3: 6/15-6/19</td>
<td>Disability</td>
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<td>W4: 6/22-6/26</td>
<td>Gender &amp; Sexuality</td>
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<td>W5: 6/29-7/3</td>
<td>“Real Reading” New Format Biases</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**
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**
Late assignments **will not** be accepted **unless** there are extenuating circumstances.

**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.