SYLLABUS

RLIT 6310 Children’s and Adolescent Literature

Department of Bilingual and Literacy Studies

INSTRUCTOR INFORMATION

Instructor: Dr. Janine M. Schall
Office: EEDUC 1.514
Office Hours: Wednesdays, 4:30-5:30 or by appointment. I am available to talk in person, over the phone, or over videoconferencing.
Office Telephone: 956-665-5106
E-mail: janine.schall@utrgv.edu
Term: Fall 2018

Response Time: All emails for this course should be through the Blackboard email system. Generally, I will respond to emails within 48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. If you have general questions that others might benefit from, please post in the General Questions and Chat discussion board in Blackboard.

COURSE DESCRIPTION AND PREREQUISITES

This course will provide a broad knowledge of quality children’s and adolescent literature including theoretical perspectives and issues in the field such as transactional theory, critical literacy, multimodal experiences with literature, and issues of authenticity and representation. Participants will also engage with methods for using literature in the monolingual, bilingual, and multilingual literacy classroom.

REQUIRED TEXTBOOK AND/OR RESOURCE MATERIAL

- The Wonder of It All: When Literature and Literacy Intersect by Nancy Johnson and Cyndi Giorgis
- American Born Chinese by Gene Luen Yang
- La Linea by Ann Jaramillo
- Drowned City: Hurricane Katrina and New Orleans by Don Brown
- First Rule in Punk by Celia Perez
- Articles available for downloading from Blackboard

COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

1. Students will develop as readers by interacting with a broad range of children’s and young adult literature, including multicultural and bilingual literature.
2. Students will understand the role of literature in pre-K to 12 literacy instruction, reading comprehension and motivation, and disciplinary learning.
3. Students will examine theoretical perspectives related to comprehending literature and using literature for instruction.
4. Students will evaluate narrative and expository texts for use in classrooms, including, among other things, literary quality, authenticity, textual factors that support comprehension, and student/text fit.

This syllabus subject to change to better meet course objectives per discretion of instructor.
READING AND LITERACY MED PROGRAM STUDENT LEARNING OUTCOMES

By the end of the program, outcomes for all students include:

1. Students will be able to comprehend and critically analyze research and theory related to literacy development and literacy education in pre-K-12 monolingual, bilingual, and multilingual contexts.
2. Students will be able to design and assess appropriate literacy instruction for an increasingly multiliterate, multicultural, and multimodal world.
3. Students will understand the literacy-related needs of pre-K-12 students from diverse cultural and linguistic backgrounds, including emergent bilinguals and multilinguals, transnational students, struggling readers, and students with learning challenges.

STATE OR NATIONAL STANDARDS ALIGNMENT

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<th>NCTE/ILA STANDARDS</th>
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TECHNICAL REQUIREMENTS

Computer Hardware
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
Visit the Blackboard Student Help Site
UTRGV’s Blackboard Support:
ASSIGNMENTS

Participation and Engagement

Each person’s unique responses and insights help our class to reflect and grow in new ways. This course has been designed as highly experiential, involving group discussion and learning engagements. Active participation will require completing the professional readings as well as preparing for discussion by critically reflecting on your thoughts and connections about the course materials. Reading, writing, and sharing in small groups or with the whole class helps create and sustain our community of learners.

No late work will be accepted more than three days after the stated due date and no work will be accepted at all after 5:00 pm on December 12. Required work that is not completed, including posting in the online discussion boards and VoiceThreads, will negatively impact your grade. As a student, it is your responsibility to keep track of the work that is assigned and that you have completed. Technology issues are not an excuse for late work. I strongly encourage you to complete assignments early, so that if tech issues arise you have time to problem-solve and turn your assignments in by the due date. The only exceptions to this policy are in rare situations such as a serious illness or a death in the family. In these cases, you must communicate with me as soon as possible so we can plan how you will catch up with your assignments.

All written assignments must be turned in through Blackboard. No assignments will be accepted through the professor’s UTRGV email account.

Discussion Boards

The discussion boards are a place for you to discuss the professional materials that you will be reading and viewing in this course. Together with your colleagues, you will summarize, critique, and synthesize the material. The goal of this class is not to deliver information or provide pat answers to questions, but to provoke questions, reflection about the teaching and learning process, and critical thought about course topics. To achieve this, it is imperative that you actively participate in the discussion forums. For each regular discussion board, you are required to contribute at least three substantive posts. No posts will be allowed after the discussion board closes. More information will be provided in the Discussion Boards folder in the Assignments section of Blackboard.

Book Browses

Explore children’s/YA literature through viewing and commenting on the Book Browse VoiceThreads during each unit. You must make at least three comments during each book browse.
Literature Responses
Respond to the children’s literature that you read for class literature discussions. You may respond through writing, art, mapping, music, poetry, etc. These responses are a place to explore your thinking about each book and to prepare for the class discussions.

Literature Discussions
This semester we will read and discuss four trade books. For each book you will create a personal response, which will be posted on VoiceThread. These responses will form the basis for our online discussions about the books.

Comprehension Inquiry
Explore how children make meaning through children’s/YA literature in this inquiry. More information will be given later.

Final Project
In your final project you will develop an annotated bibliography of children’s/adolescent books around one meaningful topic. The annotated bibliography will be accompanied by a written paper and a digital presentation. More information will be given later.

GRADING POLICIES
Assignments will be graded and grades posted on Blackboard within five days after the due date. No late work will be accepted more than three days after the stated due date and no work will be accepted at all after 5:00 pm CST on December 12.

Any late work will result in a 10% point deduction per late day. This means:
- Assignment turned in up to 24 hours late: 10% deduction from grade
- Assignment turned in 24-48 hours late: 20% deduction from grade
- Assignment turned in 48-72 hours late: 30% deduction from grade
- Assignment turned in more than 72 hours late: No points earned; assignments not accepted more than three days late.

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<tr>
<td>VoiceThread Book Browse</td>
<td>2 each</td>
<td>10</td>
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<tr>
<td>Literature Responses</td>
<td>3 each</td>
<td>12</td>
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<tr>
<td>Literature Discussions</td>
<td>4 each</td>
<td>16</td>
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<tr>
<td>Comprehension Inquiry</td>
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<td>15</td>
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<td>Final Project</td>
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<td>20</td>
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<td>Total Points</td>
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**UTRGV Calendar of Activities**

The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Some important dates for fall 2018 include:

- **August 27**: First day of classes
- **August 30**: Last day to add a course or register for fall 2018
- **September 3**: Labor Day – NO classes
- **November 14**: Last day to drop a course; will count toward the 6-drop rule
- **November 22-24**: Thanksgiving Holiday – NO Classes
- **December 6**: Study Day – NO class
- **December 7-13**: Final Exams
- **December 14-15**: Commencement Exercises

**Course Policies**

**Attendance**

This is an asynchronous online course that does not have any mandatory class sessions. However, students are expected to regularly participate in class activities such as discussion boards, Google +, and other interactive assignments. These activities often have strict deadlines. You should be sure to check the course Blackboard page regularly. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**Assignment Submission**

All assignments must be submitted through either the Blackboard Course Messages tool or the Blackboard Assignments tool. No assignments will be accepted through the instructor’s UTRGV email account.

**Communication Skills**

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

**Netiquette**

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
• Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.

• Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available November 15-December 5.

SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University,
policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit.”

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BMSLC 2.118 (Brownsville) 882-8208 or ELCTR 100 (Edinburg) 665-2585
- Writing center: BLIBR 3.206 (Brownsville) 882-7065 or ESTAC 3.119 (Edinburg) 665-2538
- Advising center: BMAIN 1.400 (Brownsville) 882-7362 or ESWKH 101 (Edinburg) 665-7120
- Career center: BCRTZ 129 (Brownsville) 882-5627 or ESSBL 2.101 (Edinburg) 665-2243

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## Tentative Course Schedule

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<th>Unit</th>
<th>Dates</th>
<th>Readings</th>
<th>Assignments Due</th>
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| **Unit 1: Children’s/Adolescent Literature as a Field of Study** | Aug 27-Sept 2 | “Reading Literature in the Classroom” by Short  
“Story as World Making” by Short | Welcome and Introductions  
Discussion Board |
|      | Sept 3-9    | “Learning about Story and Literature” by Short, Lynch-Brown & Tomlinson  
“Learning about Children and Literature” by Short, Lynch-Brown & Tomlinson | Discussion Board #1 (Sept. 6-9)  
VoiceThread Book Browse |
|      | Sept 10-16  | “Comics and Graphic Novels” by Brenner  
“Are Ebooks Any Good?” by Guernsey  
*First Rule in Punk* by Perez | First Rule response (Sept. 15)  
Discussion Board #2 (Sept. 13-16) |
| **Unit 2: Exploring Children’s/Adolescent Literature as a Reader** | Sept 17-23 | “Literature, Teaching, and Reader Response” by Hancock  
“Reader Response to Literature” by Hancock | First Rule VoiceThread Discussion (Sept. 17-22)  
VoiceThread Book Browse |
|      | Sept 24-30  | “A Gallery of Visual Responses” by Eisenkraft  
“Drama Worlds” by Medina  
“Oigan, tengo un cuento” by Lopez-Robertson | Discussion Board #3 (Sept. 27-30)  
Topic approval: comprehension inquiry |
|      | Oct 1-7     | “Freedom to Read” by Mohr  
“What Do Classrooms that Support Authentic Discussion Look Like” by Hadjioannou | Discussion Board #4 (Oct. 4-7) |
| **Unit 3: Representation and Diversity** | Oct 8-14     | *La Linea* by Jaramillo  
“The Apartheid of Children’s Literature” by Myers  
“Critically Reading the Word and the World” by Short | Discussion Board #5 (Oct. 11-14)  
*La Linea* response (Oct. 13)  
VoiceThread Book Browse |
|      | Oct 15-21   | “Continuing Dilemmas, Debates, and Delights” by Harris  
“Opening Doors” by Naidoo | Comprehension Inquiry (Oct. 20)  
*La Linea* VoiceThread Discussion (Oct. 15-20) |
|      | Oct 22-28   | “Spanglish, Bilingualism, Culture and Identity” by Chappell & Faltis  
“Where’s Ramona Black and Pretty?” by Bluemle  
“Men Who Weep, Boys Who Dance” by Fox  
*American Born Chinese* by Yang  
“Graphic Novels in the Classroom” by Yang  
“Reading Lessons: Graphic Novels 101” by Rudiger  
“Exploring Literary Devices in Graphic Novels” by Dallacqua | Discussion Board #6 (Oct. 25-28) |
| **Unit 4: Beyond Print: Exploring the Visual** | Oct 29-Nov 4 | *American Born Chinese* by Yang  
“Graphic Novels in the Classroom” by Yang  
“Reading Lessons: Graphic Novels 101” by Rudiger  
“Exploring Literary Devices in Graphic Novels” by Dallacqua | Discussion Board #7 (Nov. 1-4)  
*American Born Chinese* response (Nov. 3)  
VoiceThread Book Browse |
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<td>Nov 5-11</td>
<td>“Artistic Triumph or Multicultural Failure?” by Smolkin &amp; Suina</td>
<td>ABC VoiceThread Discussion (Nov. 5-10)</td>
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<td>“Design Matters” by Scieszka</td>
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<td>Nov 12-18</td>
<td>“Reading Adventures Online” by Castek</td>
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<td>Nov 19-25</td>
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