Course Change Request

Date Submitted: 02/01/18 4:20 pm

Viewing: RDNG 612 : Children’s Literature and Literacy

Last edit: 02/02/18 10:33 am

Changes proposed by: ambyrios

Catalog Pages

- RDNG - Reading

Reference this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrios@tamu.edu">ambyrios@tamu.edu</a></td>
<td>9798628122</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

- The proposed changes are for accreditation purposes.

Other

- The proposed changes are part of a routine curriculum review.

Approval Path

1. 02/01/18 5:07 pm
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/02/18 10:33 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/02/18 10:44 am
   Melanie Robideau (mrrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:43 pm
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:46 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:56 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:19 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

Course prefix: RDNG
Course number: 612
Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Graduate
Effective Term: 2018-2019
Complete Course Title: Children’s Literature and Literacy
Abbreviated Course Title: CHILD LIT & LITERACY

Catalog course description

- Children’s Literature and Literacy (3-0). Critical selection and evaluation of various children’s literature genres; comparative studies of children’s literature; development, implementation and evaluation of research in children’s literature and literacy; integration of reading and response theory into the study of literature.

Prerequisites and Restrictions

- Graduate classification.

Concurrent Enrollment

- No

Should catalog prerequisite(s)

- No
Concurrent enrollment be enforced? None

Crosslistings: No
Crosslisted With: None

Stacked: No
Stacked with: None

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<td>3</td>
</tr>
</tbody>
</table>

Contact Hour(s) (per week): 3

Repeatable for credit? No
Three-peat? No

CIP/Fund Code: 2301010001

Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes:

Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met:

1. To become aware of the value of literature for all children, especially in increasing literacy.

   Students explore this tenet across the entire semester through readings in our required textbook, as well as selected peer-reviewed articles. Our main required text is a 2017 publication, and all articles are 2010 or newer. The value of connected narrative text is critical to supporting children's literacy development. We further extend this discussion in terms of how to differentiate based on learning needs by selecting appropriate literature as well as how rich texts.

2. To become aware of the availability of literature for children both present and past and to enable teachers to select and evaluate literature for children.

   We thoroughly examine recommending sources (both the ones students will be expected to utilize for assignment completion as well as ones that will not be acceptable) in the second week of class. For the remainder of the semester, students must list the recommending source(s) used when they note books for inclusion in assignments.

3. To examine literature for children as it relates to the physical, emotional, social, and intellectual dimensions of human growth and development.

   We scrutinize the depth and breadth of children's literature available to relate genres and their contents to all aspects of human growth and development. We are particularly concerned with students having choice in text so they may locate books in which they see themselves reflected. This relates to motivation and engagement, which becomes increasingly important as students move into middle school. We also wish to challenge and extend student learning by having a variety of perspectives and stories available. Perspective-taking and empathy are two aspects of social and emotional development we spend considerable time discussing, but all dimensions of human growth and development are highlighted.

4. To examine the images of various groups in literature and to become aware of sexism in content and language and to examine children's literature for the treatment of racial, ethnic, and religious groups.

   This outcome is of particular importance. We begin by focusing on recognizing our personal ways of knowing and the beliefs and biases we hold. We accomplish this through a literacy autobiography in which favorite books from childhood are noted. Then, we branch out to literature to question messages and representations that authors of children's books put forward (and those books from the autobiographies often reveal stark messages). One way to check this is through the authentication assignment each student completes based on in-depth research of one historical fiction novel. We further scan groups of texts (selected by the instructor) to note representation of race, ethnicity, and religious groups.

5. To plan and evaluate language arts activities that will deepen and extend the meaning of literature for children and contribute to students' growth and development, especially as these activities promote attitudes of diversity and equity.

   This outcome is addressed across the semester. As we discuss picture books and novels relevant for use in classrooms (or that students use or see used in them) we evaluate how those texts support diverse perspectives of student growth and development. We also spend considerable time and effort evaluating how students read and respond to these texts as we deliberate the impact of classroom practice on life-long engagement with literacy.

6. To consider techniques by which literature for children can be used to develop the reading comprehension skills and critical reading abilities of children.

   A particular concern is ensuring students are able to respond to text explicit questions, as well as text implicit questions following each reading event. Reader response is therefore an ongoing element related to each genre and activity planned. We seek for children to be able to grasp intended meanings, while also locating the underlying meanings and connections possible within a given text. Students enrolled in RDNG 612 must be able to select and group literature in complex ways to support children's comprehension and critical reading.

7. To examine, reflect, and report on research in the children's literature and literacy.

   Every week of the semester requires students to engage with research on children's literature. They must be able to critically reflect on the literature they select and highlight and the pedagogical methods they employ to guide the engagement of their own students.

Hours

Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.

Hours are met each week through a combination of deep reading of the text and selected research articles, and relevant connections to each weekly content element. Discussion (either in face-to-face or online formats) requires students to root their responses in evidence-based practices and justification from a recognized recommending source. Locating children’s literature for each assignment and separate content element requires significant time spent researching and evaluating texts. These searches are recorded in a book matrix that is part of the final synthesis reflection. Students are required to contemplate impact as they engage new texts, especially in regards to how they pair and group texts to enhance instruction and student growth and engagement. Additionally, students complete a literacy autobiography, authentication assignment, informational/biography/poetry/fiction text set related to a person designated for study in the TEKS, and a final synthesis paper that weaves all course aspects together through each student’s personal lens.

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

**Required (select program)**

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MED-EDCI) Master of Education in Curriculum and Instruction</td>
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</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: [RDNG 612 online.pdf](#)

Letters of support or other documentation: No

Additional information:

Reviewer Comments:

Reported to state: No
Children’s Literature and Literacy (online course)

Sharon D. Matthews, PhD  
Clinical Assistant Professor  
sharon.matthews@tamu.edu  
(I will work to answer all emails within 24 hours M–F, until 8:00pm).

Office: 203 Harrington  
Office Hours: By appointment  
Main TLAC office phone: (979) 845-8384  
(leave a message)

Textbooks:

*Additional scholarly readings will be listed in the syllabus calendar and posted in our eCampus course.

Children’s and Adolescent Selections (required reading):
You may read any edition of the children’s books required for completion of assignments.  
Books will be listed on eCampus in the weekly folder as appropriate for each discussion.

Course Description: Critical selection and evaluation of various children’s literature genres; comparative studies of children’s literature; development, implementation and evaluation of research in children’s literature and literacy; integration of reading and response theory into the study of literature

Prerequisite: Graduate classification

Course Objectives:
1. To become aware of the value of literature for all children, especially in increasing literacy.
2. To become aware of the availability of literature for children both present and past and to enable teachers to select and evaluate literature for children.
3. To examine literature for children as it relates to the physical, emotional, social, and intellectual dimensions of human growth and development.
4. To examine the images of various groups in literature and to become aware of sexism in content and language and to examine children’s literature for the treatment of racial, ethnic, and religious groups.
5. To plan and evaluate language arts activities that will deepen and extend the meaning of literature for children and contribute to students’ growth and development, especially as
these activities promote attitudes of diversity and equity.
6. To consider techniques by which literature for children can be used to develop the reading comprehension skills and critical reading abilities of children.
7. To examine, reflect, and report on research in children’s literature and literacy.

Assignments

Your grade in this course will be determined by the quality of your work on the following assignments. All assignments are due by 11:59pm on the designated due date.

1. Reading Matrix: We will utilize a disciplinary literacy practice of the field to support your coursework -- education researchers frequently use a matrix to take notes on research and professional articles. Each week, when you read a children’s book and/or class readings, you will complete your own matrix with the key ideas you extract, as well as ideas to connect to your own professional life. You can adapt the spread sheet for your own purposes, but must include the required columns. Everyone will turn in their matrices at the close of the semester for accountability and grading. This spreadsheet will likely be useful for revisiting after the class.

2. Personal Literacy Avatar: Each member of the class will construct a personal literacy avatar to represent literacy histories and connections. Avatars are used in online gaming to personify the person playing, which makes them uniquely situated to show the richness of characteristics selected for viewing. One key element of avatars is growth and change over time based on experience. For purposes of this assignment, each person will create two avatars—one at the beginning of class, and one at the close to reveal literacy histories and growth rooted in readings, research, and reflection. The Reading Maturity Survey will be used to support your critical reflection. Specific expectations will be provided.

3. Book Flight: This assignment is easily tailored to fit each unique perspective and role represented in our course. Each student will select a topic or theme as the foundation of a book flight. The complete set will contain at least three texts from different genres to support differentiation and perspective. An assignment sheet will be provided.

4. Reading Responses and Discussions: Students will respond to weekly readings and to children’s books recommended. A specific prompt will be outlined each week with a substantive, informed response required by Wednesday of each week. Then, by Saturday of each week, each student is expected to respond to two peers’ posts.

5. Rationale Statement: Each student will construct a rationale statement to justify inclusion of a specific text (student choice) in course content using the guidance provided by the National Council of Teachers of English. Guidelines will be explained.

6. Student Self-Selected Assignment: The instructor will pose multiple options for this assignment. Each student is expected to select one option and address all required elements. An assignment sheet with full explanation of options will be posted.
7. Professional Participation: Students are expected to maintain professional communication and online presence throughout the course. Assignments must be completed and submitted, on time, as outlined in the syllabus. All interactions with the instructor and peers are expected to be respectful, collegial, and appropriate for our academic endeavor.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Personal Literacy Avatar ~ two iterations (with reading maturity survey</td>
<td>75</td>
<td></td>
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<tr>
<td>as a support)</td>
<td></td>
<td></td>
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<tr>
<td>Reading Matrix ~ including notes from articles and children’s literature</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Responses to readings and discussions</td>
<td>75</td>
<td></td>
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<tr>
<td>Rationale Statement</td>
<td>50</td>
<td></td>
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<tr>
<td>Book Flight Set (a biography, an informational piece, and a fictional</td>
<td>100</td>
<td></td>
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<tr>
<td>piece around a theme or content)</td>
<td></td>
<td></td>
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<tr>
<td>Student self-selected assignment</td>
<td>100</td>
<td></td>
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<tr>
<td>Professional Participation</td>
<td>30</td>
<td>Ongoing</td>
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</table>

*points will not be rounded up 500 points possible

Grade Scale:
- 450-500 points A
- 400-449 points B
- 350-399 points C
- 300-349 points D
- below 300 points F

Late Work:
Work not posted to eCampus by the designated deadline will result in no credit (unless unavoidable circumstances arise and arrangements have been made with the instructor prior to the due date of the assigned work). Point deductions may be taken by the instructor as deemed appropriate. If technology issues arise with eCampus, contact the help desk at 979-277-2514 or helpdesk@tamu.edu. This resource is available 24/7.
# RDNG 612 Expanded Course Schedule

The course syllabus is tentative, and is subject to change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assigned Readings/Children’s Literature Selections</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One:</strong></td>
<td></td>
<td></td>
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</table>
| Foundations of Children’s Literature | **Readings:** Tunnell & Jacobs, 2013  
Serafini, 2011  
Review power point  
Children’s literature reviews on matrix | **Introduction due in discussion section**  
**Personal Literacy Avatar**  
*matrix additions  
Reading responses and discussions |
| Key constructs review: Genre; Plot elements | | |
| **Week Two:** | | |
| Selecting Children’s Literature ~ recommending sources | **Readings:** Baker, 2015  
Atwell, 2016  
Review power point  
Children’s literature reviews on matrix | **Rationale Statement~**  
*matrix additions  
Reading responses and discussions |
| Picture books and illustration  
Fiction | | |
| **Week Three:** | | |
| Children’s literature and writing  
Nonfiction  
Social-emotional connections | **Readings:** Hodges, 2017  
Gill, 2009  
McTigue, 2015  
Review power point  
Children’s literature reviews on matrix | **Book Flight Set ~**  
*matrix additions  
Reading responses and discussions |
| **Week Four:** | | |
| Sources for books: The Horn Book, School Library Journal; Children’s Literature Association Quarterly | **Readings:** Mouly, 2017  
Review power point  
Children’s literature reviews on matrix | **Self-selected Assignment ~**  
*matrix additions  
Reading responses and discussions |
Texas A&M University Rules and Regulations:

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

*An Aggie does not lie, cheat, or steal or tolerate those who do.*

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

Faculty Senate Statement on Plagiarism: The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. **Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.** If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

Americans with Disabilities Act (ADA) Policy Statement: 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 contact the Department of Student Life, Services with Disabilities in Room B118 Cain Hall. The phone number is 979-845-1637.
**Social Media Policy:** When students in the College of Education and Human Development at Texas A&M University choose to join or engage with social networking groups, they do so as future educators and as such assume the responsibility for monitoring content and addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online, peers, and district personnel. Any concerns should be immediately brought to the attention of any faculty member at Texas A&M University.

**PICA Website:**
The website for student evaluations is [https://pica.tamu.edu](https://pica.tamu.edu).

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**Teaching, Learning and Culture (TLAC) Statement**
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Texas A & M University
Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name_________________________ UIN:_______-_______-_______ Date __/__/__
Telephone: Home (______)_______-_________ Work ___________________
Major________________________ EMAIL ______________________
Class:__________________________

Circle Freshman Sophomore Junior Senior Graduate
Projected Graduation Semester___________ Year ____________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)

If this is a concern what are the possible solutions

a.  
P[rofessor/Advisor/Mentor/Administrator Recommendation

b.  
Advisor/Professor/Facilitator
Department Head Recommendation
Department Head
/Designee__________________________Date:____/____/____

Department Head

Action/Follow-up: