PART I – Course Information

Course Type
☑ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: LSSL 2363

Texas Common Course Number (TCCN Matrix):

Course Title: Survey of Literature for Children and Teens

Course Catalog Description (Copy and paste from online catalog for existing courses): Designed to acquaint students with the selection, critical analysis, and historical development of literature for children and teens. Emphasis will be placed on selecting materials which meet the needs and interest of children and teens, identifying techniques and strategies which will motivate ALL children and teens to read and respond to literature, and developing critical abilities for evaluating literature and related materials for children and teens. A strong multicultural element will also be a part of this course. Writing Enhanced. Credit 3. Prerequisite: Must have sophomore standing or above. ACE approval pending.

Course Prerequisites: sophomore standing

Available Online?
☐ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: □□□□)
☑ No

Number of Sections to be Offered per Academic Year: 6

Estimated Enrollment per Section: 25

Course Level (freshman, sophomore): SO

Designated Contact Person (for follow-up communication purposes): Holly Weimar

E-Mail Address: haw001@shsu.edu

Phone: X41150

Approvals

Department Chair: [Signature] 10-19-12

Academic Dean: [Signature] 10-23-12
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: IV. Language, Philosophy, Culture

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This course will focus on an exploration and study of how literature for children and teens are shaped by the value and belief systems of the society which creates them. Because of the inclusion of literature, an emphasis on values and beliefs of many cultures will be one component of the course. Four skill objectives for this competency will all be part of the readings and assignments for the class. Reading and writing require critical thinking and strong communication skills. Social and personal responsibility will be included in the selection of texts to be read especially those relating to social justice. Further since many of our students will become (or are already) parents, this course will provide them with skills in good parenting in terms of literacy development in their children. Aesthetic and intellectual creativity will be fulfilled through not only guided examination of texts for children and teens but also in the various activities that require students to interact with texts and children and teens (booktalks, reading aloud, etc.).

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Learners who successfully complete the course will be able to describe and differentiate the reading needs and interests of children and teens.

How will the objective be addressed (including strategies and techniques)?
Students will develop their knowledge through readings, discussions in class and online, activities, assignments, and lectures in class and online. Students will be provided links to web resources (articles, sites, etc.). Lectures will also cover the development and developmental needs of children and teens and how that affects reading needs and interests. Discussions and class activities will center on the characteristics of the reader AND characteristics of the text that are necessary for the development of lifelong learners and readers. Students will explore the role of interests and needs in the development of readers.

Describe how the objective will be assessed: Students will be asked to discuss the readings and lecture materials in small groups and report out to the class. For example, a possible topic for class discussion might ask students to talk about how a particular book is appropriate for a particular audience (i.e., what qualities make this a book for children? is there a particular audience for which the book would be the most appropriate in terms of gender, age, culture, etc?). Students must be able to apply criteria from course readings and lectures to books.
CORE CURRICULUM COMPONENT APPLICATION  
Sam Houston State University  
Revised August, 2012

supplied by the instructor. Additionally, there will be short writing assignments in which the students will be directed to reflect on the readings and lectures, as they relate to books for children and teens. (Students must apply criteria from the various texts). This direct assessment might include the social, cultural, intellectual, and developmental needs and characteristics of a select group (i.e., children or teens) as observed in one or more of the books assigned for class reading. Successful answers will include specific details from the books that illustrate some developmental aspect of the child or teen. A rubric (provided in advance) will be used to evaluate the writing assignments.

Objective/SLO 2: Learners who successfully complete this course will be able to model appropriate literate behavior to children and/or teens as well as to their peers.

How will the objective be addressed (including strategies and techniques)?
Lecture material and outside assigned readings will provide information about the behaviors of literate students. Since literacy now extends beyond the old 3 Rs, there is a need to include readings about information literacy, visual literacy, and media literacy in particular. In addition to lectures and class readings, students will view videos about the importance of the development of literate behaviors. Some class activities will focus on this objective as well (students' own assessment of their literate behaviors, for example).

Describe how the objective will be assessed: Students will be divided into groups. Each group will research requisite skills for the different types of literate behavior for boys and girls (one aspect of culture is gender), or for students from other cultures since not all cultures reveal literate behaviors in the same way. Presentations to the class will include ideas about how adults can model these behaviors for children and teens. These presentations will include a written component (oral component (presentation to the class)) and a visual component (Power Point, Voice Thread, Wordle, podcast, short video: options will be provided). A rubric will be used to evaluate the presentations on written, oral, and visual elements of the presentation. This rubric will be used by students in a peer evaluation process. A sample of the rubric for presentations is attached to this form.

Objective/SLO 3: Learners who successfully complete this course will be able to identify the benefits and importance of exposing children and teens to literature in a variety of forms and formats, from diverse cultures, and through multiple media (electronic, app, audio, video, etc.).

How will the objective be addressed (including strategies and techniques)?
Students will have assigned texts for reading, class lectures, short videos, and opportunities for class discussion during class and in an online community. Additionally, activities in class will provide students with the chance to explore forms, formats, cultures, and media (for example, one class session might be devoted to exploring apps for books on the iPad).

Describe how the objective will be assessed: Students will work in groups to research either the different media (audio, eBooks, apps, etc.) or forms and formats (graphic novels, etc.), or multicultural literature resources. Research will be presented to the class visually, in written form, and orally. A rubric, provided in advance, will be used to evaluate class presentations and how they meet the criteria for visual, written, and oral presentations. A sample of the rubric for presentations is attached to this form.

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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Objective/SLO 4: Learners who successfully complete this course will be able to share (through booktalking, read alouds, and storytelling) books successfully to a range of audiences from children to teens.

How will the objective be addressed (including strategies and techniques)?
Through lectures, readings, and video presentations, students will be taught how to deliver oral presentations about books using the techniques of reading aloud, booktalking, and storytelling. The instructor will model reading aloud, storytelling, and booktalking to the class. After discussing the components of successful use of these skills, students will begin preparing their own presentations for the class.

Describe how the objective will be assessed: Students will be required to present one booktalk, one read aloud performance, and one short example of storytelling to the class (and, if the course is approved for ACE project, to various groups of impoverished preschool children in the Huntsville area through the Preschooler's Outreach Program. A rubric, provided in advance, will be used to assess these presentations. A sample rubric (for the booktalk) is attached to this form.
Objective/SLO 5: Learners who successfully complete this class will be able to evaluate books critically using criteria for the books as well as determine the developmental suitability of the book for the reader.

How will the objective be addressed (including strategies and techniques)?
The instructor will provide evaluative criteria for books to the students through lecture and course readings. After modeling how to evaluate a book using these criteria, the instructor will direct each student to apply evaluative criteria to a book and complete a written report.

Describe how the objective will be assessed: This writing assignment, completed during class, should contain specific references to: class lectures and readings about the developmental nature of children and teens (e.g., social, cultural, intellectual, moral, and developmental characteristics), examples from the text (i.e., text quotes, comments about character development, theme, art), and personal observations about the reading. This writing assignment will be evaluated using a rubric.

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?
In addition to lectures, the instructor will provide articles and other texts about evaluating the appropriateness of books for children and teens. Evaluating text appropriateness requires students to think critically (application, synthesis, analysis of text is essential in critical evaluations). Additionally, the application of the criteria will be modeled by the instructor in a fishbowl demonstration. Students will be asked to record their observations (analysis) about the demonstration; to write a reflection about their observations (synthesis) and eventually to practice this application of criteria in dyads and triads.

Describe how the skill will be assessed: Theses skills will be directly assessed through an activity in the class that will require students to apply their learning. Students will be given books unfamiliar to them and will be asked to apply evaluative criteria to the books to determine their quality. Students will be expected to write a reflection about this activity. Reflections might include commentary about the following: Piagetian, Kohlbergian, and other developmental theories that dictate audience limitations for the book they have been assigned; what factor (if any) does gender play? what about culture? A rubric will be used to assess their work.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?
Students will communicate effectively in written, oral, and visual means as they present stories, booktalks, and read aloud sessions to their peers and to young members of the community. The Instructor will model storytelling, reading aloud, and booktalking to the class. The use of podcasts, videos, and professional texts will be used as well.

Describe how the skill will be assessed: Students will prepare and present booktalks, read alouds, and stories to the class. In addition, they will be presenting to outside audiences of children and teens for the ACE aspect of the course. A rubric for the written, oral, and visual presentations is attached to this form.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?

Describe how the skill will be assessed:

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)?

Describe how the skill will be assessed:
5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?

Students will explain orally, visually, and in writing how they form ethical decisions based on their individual value and belief systems. They will be examining diverse literature (books from different cultures) and detailing how we share values and beliefs with many diverse cultures. Most of the literature for children and teens we will explore in the class have strong elements of choice, ethics, and consequences as their themes.

Describe how the skill will be assessed: It is difficult to assess personal responsibility per se. However, it is anticipated that the readings and activities will contribute to this aspect of students growth and development. An assignment involving personal responsibility such as the following: "After reading the selection, discuss the choices made by the main character to solve his or her problem. In what ways did the decision affect the character's life positively and/or negatively? What, if anything, would you have done differently?" Explain your response discussing how making personal choices can affect your life positively or negatively." An alternative assignment might center on a challenged text in which student will be expected to role play both a potential censor as well as a potential defender of the text. Responses will be evaluated using a rubric (attached to this form).

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?

Many of the texts we will explore in the class feature other cultures and aspects of civic engagement. Students will also read articles and other texts about the importance of these attributes.

Describe how the skill will be assessed: Students will participate in an outreach program through their ACE assignment. A personal reflection and a document indicating their activity will be part of the assessment. Additionally, students will be asked to discuss issues of social justice, belief systems, and multicultural aspects of selected texts. The assignment will be done in groups (teamwork); peers within the group will evaluate their own performance (critical thinking). A rubric to evaluate social responsibility is attached to this form.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction: What is literature for children and teens and why is it important? Topics to be covered include: defining terms (i.e., literature, children, teens, literacy); introduction to booktalking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>How do readers develop: social, cultural, intellectual, moral, and psychological aspects Topics include: reviewing the cultural, social, emotional, intellectual, moral, and developmental aspects of literature.</td>
</tr>
</tbody>
</table>
aspects of childhood and adolescence (psychological theories of development that impact literacy).

| Week 3 | Art in picture books: developing visual literacy  
Topics include: visual elements of art and design such as color, shape, perspective, media, technique. |
| Week 4 | Forms, formats, and genres in literature for children and teens  
Topics include: traditional literature, poetry, picture books, historical fiction, fantasy, realistic fiction, graphic novels, chapter books, e-books, audiobooks. |
| Week 5 | Multicultural literature: books as windows and mirrors  
Topics include: criteria for evaluating books featuring other cultures, identifying elements of culture in story |
| Week 6 | Censorship and challenges: defending the right to read  
Topics include: what is the difference between censorship and selection; understanding how to oppose efforts of censors; learning to identify self-censorship; gate-keeping as a form of censorship; titles most often challenged and why; organizations to support freedom to read (ALA, ACLU); organizations that censor |
| Week 7 | Reading aloud, storytelling, reader's theater: Sharing books with children and teens  
Topics include: how to select read aloud passages; read aloud as performance; storytelling with and without props; how to tell a story; transforming read aloud and storytelling into reader's theater |
| Week 8 | Modeling literate behaviors: setting the example  
Topics include: what behaviors are associate with various forms of literacy (media, visual, etc.); how adults may best model literate behaviors to children and teens |
| Week 9 | Developing a love of reading and a habit of reading for pleasure in children and teens  
Topics include: what strategies and activities serve to motivate readers intrinsically; the fallacies of external motivation in developing lifelong readers and learners |
| Week 10 | The role of the library in literacy development  
Topics include: what role does the public and or school library play in literacy development of children and teens; services provided by libraries and librarians |
| Week 11 | Popular literature: including comics, magazines, serial books, etc.  
Topics include: comic books, serial fiction, magazines; how popular literature leads to other forms of literacy |
| Week 12 | Evaluating books: applying criteria to select the best  
Topics include: establishing criteria for selecting books. |
| Week 13 | Class presentations  
Reading aloud |
| Week 14 | Class presentations  
Storytelling |
| Week 15 | Class presentations  
Booktalking |

2. Attachments (Syllabus Required)

Syllabus Attached?  ☑ Yes  □ No

Other Attached?  ☑ Yes  □ No  If yes, specify: rubrics attached

Personal Responsibility Rubric
Social Responsibility Rubric
Oral, Written, Visual Presentation Rubric

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Booktalking Rubric
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Skill Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communication</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>✓</td>
</tr>
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<td>Language, Philosophy &amp; Culture</td>
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<tr>
<td>Creative Arts</td>
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This template is only representative of the syllabi elements common to all COE courses. Departments or programs may add supplementary components as needed to fulfill specific requirements.

Sam Houston
STATE UNIVERSITY

LSSL 2363 Survey of Literature for Children and Teens
Semester, Year

Course Number is an elective in the Core Curriculum
College of Education
Department of Library Science

Instructor: Professor Teri S. Lesesne
AB 4 Room 423
P.O. Box 2236/SHSU
Huntsville, TX 77341-2236
936-294-1151 office
936-294-1153 FAX
936-294-3673 voice mail
lis_tsl@shsu.edu, doctorl@shsu.edu email

Office hours: Office hours: Mondays 8-2 and arranged by appointment

Day and time the class meets: TBA

COURSE DESCRIPTION: Designed to acquaint students with the selection, critical analysis, and historical development of literature for children and teens. Emphasis will be placed on selecting materials which meet the needs and interest of children and young adults, identifying techniques and strategies which will motivate ALL children and teens to read and respond to literature, and developing critical abilities for evaluating literature and related materials for children and teens. A strong multicultural element will also be a part of this course. Writing Enhanced. Credit 3. Prerequisite: Must have sophomore standing or above. ACE course approval pending.

IDEA OBJECTIVES:
In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

Gaining a broader understanding and appreciation of intellectual/cultural activity (literature).
Gaining factual knowledge (terminology, classifications, methods, trends).

Important:

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
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TEXTBOOKS:

No one textbook will be used. Instead, articles from professional journals will comprise the pedagogical reading for the course.

REQUIRED READING:

(These selections are subject to change from semester to semester.)

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COURSE FORMAT: This course is a FTF course.

Outline of Course:

<table>
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<th>Focus</th>
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<tbody>
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<td>Week 1</td>
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<td>Week 11</td>
<td>Popular literature: including comics, magazines, serial books, etc.</td>
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<td>Week 12</td>
<td>Evaluating books: applying criteria to select the best</td>
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<td>Week 13</td>
<td>Class presentations (storytelling with visuals)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Class presentations (booktalking with technology)</td>
</tr>
<tr>
<td>Week 15</td>
<td>Class presentations (reading aloud)</td>
</tr>
</tbody>
</table>

COURSE CONTENT: Parents are a child's first teacher, directly affecting competency of reading skills and academics. Therefore, this course will examine the following concepts.

Major concepts and ideas:
1. Importance of books in literacy development of children and teens.
2. Motivating children and teens to read.
5. Importance of literary awards.
6. Developing communications skills through read aloud and storytelling.
7. Connecting character choices and actions and consequences in ethical decision making.
8. Understanding literature from various cultural lenses.
9. Utilizing books to develop higher order thinking skills.
10. Involving the community in literacy development.
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STANDARDS:

A combination of standards from ALA, IRA, and NCTE are being used for this course. These three organizations are the leaders in literacy and literacy education.

1. Promote reading as a foundational skill for learning, personal growth, and enjoyment.
2. Address multiple literacies including visual and media literacy.
4. Access to variety of print and non-print materials.
5. Reading and all learning has a social context.

COURSE REQUIREMENTS:

1. PRESENTATIONS—read aloud and booktalking
   a. During the FTF meetings of the class, students will be expected to present brief booktalks designed to motivate readers. Additionally, short read aloud pieces will be prepared and presented.

2. OUTSIDE READING
   a. In addition to the books for children and teens, the instructor will provide links to readings which provide an underpinning of the pedagogical aspects of books and reading. Students will annotate these readings and submit them for evaluation.

3. CLASS PARTICIPATION
   a. There will be several short essays in class on various topics and group discussions either online or in class based on lectures, articles, and required books read.

COURSE EVALUATION

A=270-300 POINTS
B=240-269
C=210-239
D=180-209
F=below 180

UNIVERSITY POLICIES

- LATE ASSIGNMENT POLICY-As a rule, late work is never accepted. If dire circumstances arise, students must contact the professor before the deadline and request an extension. If an extension is granted, it will be with a grade reduction generally. Since due dates are posted at the outset of the class, last minute hardware and software failure are not deemed as excuses for late work.
TIME REQUIREMENT- Students need to set aside time each week for the assignments. It is suggested that the student devote time each day for reading the assigned texts as well.

PROFESSIONALISM POLICY- It is expected that students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work will be completed in a timely and professional manner according to the posted class schedule. Communication with the professor should demonstrate an understanding of professionalism as well. Points are lost if these expectations are not fulfilled.

ACADEMIC DISHONESTY POLICY- Plagiarism is serious. In this class copying another student’s work (current or past) and allowing another student to copy your work will result in a failing grade on the assignment copied. Students who plagiarize will be reported to the chair and to Dean for further action which might result in dismissal from the program.

CELL PHONE POLICY Sam Houston State University Academic Policy Statement 100728. Note: if you must take a phone call, please do so after leaving the classroom.

- Student Syllabus Guidelines with link - http://www.shsu.edu/syllabus/

NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE’s mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

OTHER IMPORTANT POLICIES:

Expectations:

1. TECHNOLOGY REQUIREMENTS – It is expected that students who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer AT HOME. It is expected that students who register for this course feel comfortable using a computer. The course moves quickly and all students need to begin on the first official day of classes for the university. This is NOT a place to begin learning technology skills.

2. STYLE SHEET – It is expected that you understand research conventions and have a style sheet available to you or regularly use an online source for APA style.

3. ASSIGNMENT COMPLETION – All assignments must be completed in order to pass this course.

4. CLASS ATTENDANCE – It is expected that students attend all FTF scheduled meetings. In class assignments cannot be made up if a student misses class.

5. SUBMITTING ASSIGNMENTS-- All assignments are to be submitted via Blackboard. I will accept NO hard copies or email copies or faxed copies. Please ensure that you send assignments in time. All work is due by midnight on the assigned date.

6. STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

7. STUDENTS WITH DISABILITIES POLICY
It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request
help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

8. **AMERICANS WITH DISABILITIES ACT**
SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

9. **STUDENT RESPONSIBLE FOR DROPPING CLASS**
You need to be aware of the dates for dropping this course for refund, dropping without a grade, etc. Do not assume you will be dropped by the professor if you do not come to class. You need to withdraw officially from this class.

Student Syllabus Guidelines with link ([www.shsu.edu/syllabus](http://www.shsu.edu/syllabus))

**CONCEPTUAL FRAMEWORK:**

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities’ diverse learners. Conceptual framework indicators are: CF1 – Knowledge, CF2 – Technology, CF3 – Communication, CF4 – Assessment, and CF5 – Effective Field Experience with Diverse Learners.

**SHSU Dispositions and Diversity Proficiencies**

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)

2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
This template is only representative of the syllabi elements common to all COE courses. Departments or programs may add supplementary components as needed to fulfill specific requirements.

3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. (Please provide additional information for the candidate if the DDP is administered during your course.)

**Matrix**

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
  - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
  - State Standards/Competencies for certification if applicable
  - Conceptual Framework Alignment
  - NCATE Alignment by indicator
- Dispositions/Diversity Proficiencies

| Topic(s)/Objective(s) | Activities/Assignments (Including field-based activities) | Measurement (Including performance-based) | Standards Alignment
|-----------------------|----------------------------------------------------------|------------------------------------------|-----------------------|
| Learners will be able to evaluate books critically using criteria for the books as well as developmental knowledge of the readers | In class evaluation of books | Rubrics for evaluation of books | CF-1, 2
|                       |                                                          |                                          | D/DP-2,3,5,12
|                       |                                                          |                                          | CCC—critical thinking
|                       |                                                          |                                          | **CF-Conceptual Framework Indicator**
|                       |                                                          |                                          | **D/DP—Dispositions/Diversity Proficiencies**
|                       |                                                          |                                          | **CCC-Core Curriculum Criteria**

This template is only representative of the syllabi elements common to all COE courses. Departments or programs may add supplementary components as needed to fulfill specific requirements.

| Learners will be able to present books successfully to a range of audiences from children to teens | Read alouds, booktalks, storytelling | Rubrics for each activity Peer assessments | CF-5, 2 D/DP-1, 5, 6, 7, 12 CCC-personal and social responsibility |
| Learners will be able to identify the benefits and importance of exposing children and teens to literature in a variety of forms and formats, from diverse cultures, and through multiple media (electronic, app, audio, video, etc.) | Professional readings | Annotation requirements for the readings. | CF-1, 3, 4 D/DP-1, 3, 5, 6, 9, 12 CCC-social responsibility |
| Learners will be able to model appropriate literate behavior | Class participation | Observation log. | CF-3 D/DP-2, 3, 4, 6, 10, 11, 13 CCC-personal and social responsibility |
| Learners will be able to describe and differentiate the reading needs and interests of children and teens. | In class activity Interviews with children and teens | Observation log | CF-1 D/DP-1, 2, 4, 5, 12, 13 CCC-critical thinking |

NCATE Unit Standards

State Standards: http://www.sbee.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

Web address for specialty organization standards:

Web link on Educator Preparation Services site for Conceptual Framework:
http://www.shsu.edu/~edu_edprep/
SELECT BIBLIOGRAPHY (PRINT)

_Booklist._ Review journal from the American Library Association.


_Bulletin of the Center for Children's Books._ Review journal.


_English journal._ Journal for secondary English teachers from National Council of Teachers of English.


International Reading Association online www.reading.org.

_Journal of adolescent and adult literacy._ Membership journal of IRA.


_Language arts._ Subscription journal of National Council of Teachers of English.


Lesesne, T. S. (2010). _Reading ladders: Leading students from where they are to where we'd like them to be._ Portland, ME: Heinemann.

This template is only representative of the syllabi elements common to all COE courses. Departments or programs may add supplementary components as needed to fulfill specific requirements.

Library Association.


National Council of Teachers of English online at [www.ncte.org](http://www.ncte.org).

*Reading Teacher.* Subscription journal of International Reading Association.


*School library journal.* Review journal.


Teacher librarian: The magazine for school library professionals. Contains review columns.


*Voices from the Middle (VM).* Journal for middle level teachers from the National Council of Teachers of English.

*Your reading: A booklist for junior high and middle school students.* 9th ed. NCTE.

**SELECT BIBLIOGRAPHY (ELECTRONIC)**

Jim Trease’s web site


Stephen Krashen’s web site


Booktalking web sites


[http://www.uri.edu/artsci/lsc/Faculty/geaton/MSLMAtalk/](http://www.uri.edu/artsci/lsc/Faculty/geaton/MSLMAtalk/)


[http://beabetterbooktalker.com/](http://beabetterbooktalker.com/)

Reading aloud web sites:

[http://www.rif.org/us/literacy-resources/articles/reading-aloud.htm](http://www.rif.org/us/literacy-resources/articles/reading-aloud.htm)

This template is only representative of the syllabi elements common to all COE courses. Departments or programs may add supplementary components as needed to fulfill specific requirements.

Children’s and YA Literature web sites

http://www.childrensliit.com/
http://www.childrensliteraturenetwork.org/index.php
http://www.carolhurst.com/
http://www.cynthialeitichsmith.com/
http://comminfo.rutgers.edu/professional-development/childlit/YoungAdult/index.html
http://www.ncte.org/positions/statements/readtogether
LSL 2363 Checklist for Evaluating Booktalks

Rubric for Critical Thinking

Submitted by Teri S. Lesesne, Sam Houston State University, October 2012

Note: Critical thinking involves analysis, synthesis, and evaluation. This checklist requires students to evaluate the performance of their peers in a class presentation (the booktalk). Additionally, the Instructor will use the rubric (included below) for her or his assessment of the booktalk.

To assist you in evaluating the booktalks delivered by your classmate, use this checklist to make notes during the presentation. Note that there is a range of points (0-10) available for each of the items on the checklist. Your comments should support the point value you assign.

1. Audience attention is focused on the speaker from the outset. How is this accomplished? Is it successful? How long did it take for class members to focus on the speaker?

2. Speaker’s voice has sufficient volume to be heard and understood clearly. Were you able to hear and understand? Was pronunciation clear?

3. Speaker uses inflection, pacing, and other vocal methods to keep audience engaged in the presentation. Was there variety in inflection? Did the pace vary? Was it appropriate?

4. Speaker conveys just enough information to whet the appetite of the audience. Did the speaker create suspense or tension? Did the talk reveal too much?

5. Speaker brings the presentation to a conclusion that keeps audience engaged. Did the speaker avoid using clichéd ending. Did the ending leave audience wanting to know more?
<table>
<thead>
<tr>
<th>Attention of the audience was focused on the speaker from the outset.</th>
<th>Students were still talking among themselves and were not engaged from the beginning of the speech.</th>
<th>Speaker utilized an attention getting technique to focus attention but did not gain all audience attention.</th>
<th>All members of the audience were engaged in the booktalk from its beginning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker's voice was of sufficient volume. Pronunciation and enunciation were clear.</td>
<td>Difficult to hear the speaker.</td>
<td>Volume was adequate but enunciation was not clear.</td>
<td>Each and every word of the presentation was clear and appropriate.</td>
</tr>
<tr>
<td>Vocal techniques were used appropriately to engage audience.</td>
<td>There was no evidence of understanding of inflection, pace, facial expression, body language, etc.</td>
<td>Pacing kept audience focused. Inflection was used. Some facial and body language.</td>
<td>The combination of all the vocal techniques demonstrates student understands this is a performance.</td>
</tr>
<tr>
<td>Presentation motivated audience to want to know more about the book.</td>
<td>Too much of the plot was revealed.</td>
<td>Audience was left wanting to know more about the book.</td>
<td>Use of hooks and riddles demonstrate knowledge of booktalk techniques.</td>
</tr>
<tr>
<td>Conclusion brought the presentation to a natural close.</td>
<td>There was no conclusion.</td>
<td>Student concluded booktalk successfully.</td>
<td>Student avoided clichéd conclusions.</td>
</tr>
</tbody>
</table>
Survey of Literature for Children and Young Adults
Personal Responsibility Assessment Rubric

Submitted by Teri S. Lesesne, Sam Houston State University
October 2012

This is an example of a rubric to be used to evaluate an assignment involving personal responsibility such as the following: "After reading the selection, discuss the choices made by the main character to solve his or her problem. In what ways did the decision affect the character's life positively and/or negatively? What, if anything, would you have done differently? Explain your response discussing how making personal choices can affect your life positively or negatively." An alternative assignment might center on a challenged text in which student will be expected to role play both a potential censor as well as a potential defender of the text.

<table>
<thead>
<tr>
<th>POINTS AWARDED</th>
<th>UNACCEPTABLE 0</th>
<th>ACCEPTABLE 1</th>
<th>EXEMPLARY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates the ability to make sound ethical decisions</td>
<td>Student demonstrates no awareness that ethics is involved in good decision making and/or that decisions may be ethical or non-ethical.</td>
<td>Student understands the distinction between ethical and non-ethical decision making.</td>
<td>Student’s response indicates a thorough understanding of her or his own belief system and how making ethical decisions relies on a strong sense of personal responsibility.</td>
</tr>
<tr>
<td>The student demonstrates the ability to connect choices and actions to consequences</td>
<td>Student does not demonstrate an understanding that all actions have consequences.</td>
<td>Student is aware that consequences are tied to actions.</td>
<td>The student’s response demonstrates exceptional self-awareness and deep reflection regarding his/her own personal beliefs and how they impact her or his actions.</td>
</tr>
<tr>
<td>The student demonstrates self-reflection and concern for his/her personal</td>
<td>The student fails to demonstrate concern for her or his personal responsibility in the world.</td>
<td>Student can extend beyond test selection to demonstrate how her or his decisions have ramifications that are far-reaching.</td>
<td>Student work reflects evidence that he or she has considered how ethical decisions are essential component of belief</td>
</tr>
<tr>
<td>Responsibility in this world</td>
<td>Student responses indicate no development of a personal belief system.</td>
<td>Student demonstrates understanding that her or his actions are influenced by a belief system.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The student demonstrates understanding that he/she possesses a value/belief system that ultimately will produce consequences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LSSL 2363 Survey of Literature for Children and Teens
Oral, Written, Visual Communications
Presentation Assessment Rubric
Submitted by Teri S. Lesesne, Sam Houston State University, September 2012

Note: Students will assess their peers' work in the class presentations.

Student: ________________________________
Evaluator: ______________________________

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable 0-3</th>
<th>Acceptable 4-7</th>
<th>Exemplary 8-10</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outline:</strong> student has planned the written, oral, and visual experiences so that there is an organizational pattern</td>
<td>No outline submitted; outline incomplete; little evidence of organization; little or no focus or order to the material</td>
<td>Outline submitted meets basic requirement of the assignment; material is ordered logically</td>
<td>Outline is detailed; evidence of consideration of audience</td>
<td></td>
</tr>
<tr>
<td><strong>Script or Storyboard:</strong> student has written the important components of the presentation out in advance</td>
<td>No evidence of a script or any rehearsal strategy to ensure the presentation sounds polished</td>
<td>Information presented logically indicating preparation of script or storyboard in advance of presentation</td>
<td>Student submits script and/or storyboard; reflects on her or his process of preparing for presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Oral delivery:</strong> characteristics of performance are inherent in the presentation</td>
<td>Speaker does not address the audience; lack of confidence in the presentation; volume is inappropriate for the presentation; gestures do not add</td>
<td>Confident, posture is appropriate; facial expressions used to convey information; gestures appropriate</td>
<td>Performance is flawless; volume, pacing, facial expressions, nonverbal communication all show evidence of</td>
<td></td>
</tr>
<tr>
<td>Visual aids: effective use of visual elements is essential component of presentation</td>
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<td>Visual aids: effective use of visual elements is essential component of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Visuals are not included or are of little value to the presentation; visuals are distractions from the presentation; visuals used are not appropriate to the presentation</td>
<td>Visuals align with the material being presented; visuals elaborate the oral and written narratives</td>
<td>Visuals demonstrate understanding of proper use of technology; tools are used professionally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributions: student documents sources and resources for the presentation</td>
<td>Attributions: student documents sources and resources for the presentation</td>
<td>Attributions: student documents sources and resources for the presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very little information is presented; neglects important sources and/or uses unscholarly sources</td>
<td>All aspects of sources are documented appropriately: attributions for photos, art, etc. Visual presentation also includes bibliography of sources and resources</td>
<td>Resources are from variety of sources (text, web). Proper format and form used for listing and citing sources and resources; resources indicate some original research on the part of the student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall: the effect of the written, oral, and visual components of the presentation</td>
<td>Overall: the effect of the written, oral, and visual components of the presentation</td>
<td>Overall: the effect of the written, oral, and visual components of the presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>ACCEPTABLE</td>
<td>EXEMPLARY</td>
<td></td>
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</tr>
<tr>
<td>TOTAL:</td>
<td>TOTAL:</td>
<td>TOTAL:</td>
<td></td>
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</tr>
</tbody>
</table>
Survey of Literature for Children and Teens
Social Responsibility Assessment Rubric

Submitted by Teri S. Lesesne, Sam Houston State University, October 2012

This is an example of a rubric used to evaluate an activity in class where students will be asked to discuss issues of social justice, belief systems, and multicultural aspects of selected texts. The assignment will be done in groups (teammwork); peers within the group will evaluate their own performance (critical thinking).

**NOTE:** A fishbowl demonstration will first be used to acquaint students with the use of the rubric.

<table>
<thead>
<tr>
<th>UNACCEPTABLE (0 points)</th>
<th>ACCEPTABLE (3 points)</th>
<th>EXEMPLARY (5 points)</th>
<th>POINTS/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student fails to identify elements of another culture or discomfort with the culture being portrayed in the selection.</td>
<td>Student demonstrates a basic understanding of the culture being represented in the selection.</td>
<td>Student exhibits insight into the culture, is able to identify her or his own cultural biases.</td>
<td></td>
</tr>
<tr>
<td>Student cannot/does not understand the social and community issues of the selection and/or is unable to identify them.</td>
<td>Student is able to demonstrate the social and community issues of the selection and state them concisely (as theme).</td>
<td>Student’s response provides discussion about how he/she has expanded personal attitudes toward the community and is respectful of its diverse members</td>
<td></td>
</tr>
<tr>
<td>The student’s response</td>
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<td></td>
</tr>
<tr>
<td>The student’s response displays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student is unable to empathize with the situation of the main character in the</td>
<td>Student empathizes with the central character and problem of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes of openness, empathy, and/or curiosity</td>
<td>Selection. Student does not display curiosity about the culture or characters.</td>
<td>Selection, is able to make personal connections to the text.</td>
<td>Members and demonstrates an action plan for involvement in order to help meet specific needs of community members.</td>
</tr>
</tbody>
</table>