



**LSSL 5360 LITERATURE FOR
CHILDREN FALL 2017**

LSSL 5360 is a required course for Master of Library Science and School Librarian Certification.
College of Education, Department of Library Science

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OFFICE HOURS:

10am – 12pm and available ONLINE and in the office by appointment.

LOCATION OF CLASS: This class meets ONLINE with a required Zoom session at the beginning of the semester (plus optional Zoom meetings throughout the semester).

TEXTBOOK:

Vardell, Sylvia M. 2014. CHILDREN'S LITERATURE IN ACTION: A Librarian's Guide (Second Edition). Libraries Unlimited. Paperback: ISBN-13: 978- 1610695626 Hardback: ISBN-13: 978-1610695602

COURSE DESCRIPTION:

This course is designed to acquaint students with the selection, critical analysis, and historical development of literature for children. In this course, the emphasis will be placed on selecting materials which meet the needs and interests of children, identifying techniques and strategies which will motivate ALL children to read and respond to literature, and developing critical abilities for evaluating literature and related materials for children. A strong multicultural element will also be a part of this course.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES:

1. To become widely acquainted with the vast amount of literature available to children.
2. To be able to evaluate critically the books children read by using specific criteria for each genre.
3. To be cognizant of the joys and values literature can bring to children.
4. To become familiar with the lives and works of major authors and illustrators who create books for children.
5. To generate various learning activities designed to bring children together with books.
6. To be able to match children with appropriate reading and guide their choices, and utilizing knowledge of child development and reading levels/interests in our multi-ethnic society today.
7. To become familiar with and able to evaluate basic print (and online) reference sources available to children and young adults.
8. To be acquainted with and to realize the importance of expressed child- reading interests in the creation of lifetime readers.
9. To enjoy literature for children.

UPON SUCCESSFUL COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:

1. Demonstrate a knowledge of children's literature, periodicals, audiovisual materials, electronic media, and other materials that contribute to a diverse, current, and relevant children's collection
 2. Implement criteria for evaluating and analyzing the content and artistic merit of materials for children in all genres and formats using appropriate critical language and analytical frameworks
 3. Identify, select and synthesize critical commentary from reputable reference sources guiding selection and literary criticism to support the discussion and analysis of literature for young people
 4. Plan varied learning activities, motivational strategies, and/or library programs to guide the development of young readers based on appropriate reading materials and the needs and interests of children
 5. Contribute substantively to the scholarly discussion of current issues in the field of literature for children with a focus on objectively analyzing personal response and offering professional contextual critique
 6. Contribute to the field of children's literature at large by contributing to an appropriate service-learning project relevant for promoting reading and literary appreciation in children in the real world
- Each of the above student learning outcomes must be performed at an appropriate level as stated in each course assignment requirements, grading scale or rubric.

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

AASL Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

ELEMENTS**2.1 Literature**

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials

in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

COURSE POLICIES:

1. LATE POLICY. There are specific deadlines for ALL assignments, usually just before midnight Central Time on designated dates. Be careful of waiting until the last minute, as this may be peak access time for others if you are posting on Blackboard. You can always turn work in EARLY. Complete all assignments by the due date and time posted. You might want to print off your work to document the day and time stamp in case it is not received or accessible on time. **NO LATE WORK WILL BE ACCEPTED.** Check your email regularly for general updates about deadlines, feedback, and assignments, too.

ONE FINAL CAUTION: Be sure to double-check your blog URL that you have posted on Blackboard. You might even have a friend or classmate try to access your blog independently. Many a student has posted the wrong URL or a dead link and lost points because their assignments were not visible after the deadline has passed. Be sure your reviews are posted by each deadline. It is your responsibility to be sure your link is live and correct in time for each module deadline.

2. All book review assignments for the six modules are posted in a single PDF document in Blackboard in the appropriate area where I will grade them. In addition to turning in your assignments via Blackboard, you will also post your reviews on the blog you create. While I will be grading your reviews from your Blackboard upload, your postings on the blog allow you to begin to build a body of work that can be shared with each other, as well as with your community of readers.

3. VACATION/TRAVEL POLICY. In the online environment, it is possible to participate in our course from any physical location as long as you have Internet access. Thus, you may choose to travel during the semester while enrolled in this class and that is your prerogative. However, it is your responsibility to plan for course access while traveling, or complete work in advance, or skip the assignment and forego the grade points altogether should you decide to be "absent" from the course. The course schedule and deadlines are set from the very beginning of the semester and it is the student's responsibility to plan accordingly by submitting work, taking quizzes, posting in the discussion forum, etc. according to the class schedule.

4. SAVING AND DOCUMENTING YOUR WORK. It is also generally recommended that students maintain copies of all work submitted. I urge you to compose and save all written assignments using your favorite word processing software, THEN go online to post them (by copying and pasting) or to email them (as required). It can be very frustrating to compose a lengthy discussion posting, for example, and then to lose it due to some technical glitch. For email assignments, you can also cc a copy of the assignment to yourself at your own email address.

5. COURSE CHANGES AND COMMUNICATION. The instructor reserves the right to make changes in the syllabus, course site and/or course schedule, as deemed necessary. Students will be notified of any and all changes. Check the discussion forums and your email regularly. Deadlines may be changed, assignments refined, etc. Email and Blackboard is how new information is usually communicated. Read it. As your instructor, I promise to try to respond to all emails within 48 hours, unless I have previously announced my absence.

However, if I have not responded to your email, it may mean that I have not received it at all due to a technical glitch. This happens occasionally. Please resend your email and/or use the telephone to contact me. And be sure your current email address is listed for you in the Blackboard course site. Then KEEP that same email address. If your email address changes during the semester, change the listing of your email address on Blackboard IMMEDIATELY. This is critical to success in this course.

6. COPYRIGHT. I have worked hard to create all these documents and gather all this information for this course. If you should use or adapt this to share with colleagues and others in any format, please give me credit for my words by citing my name and your source. This is a professional courtesy as well as the law. And I promise I will do the same. I will credit you by name for any work you produce that might be used in my publications. Thank you for your consideration in return.

7. BIBLIOGRAPHIC FORMAT. For all written work requiring a bibliography, please follow the standard American Psychological Association Manual (APA) format required for all professional writing for the SHSU Library Science Department.

8. EMAIL PROTOCOL *Please identify your emails by name and course number in the subject line and/or the body of the message. I teach multiple courses, so I may not know which course you're referring to. Put your name on all attachments and assignments please or you may not get credit for your work. *You will receive mail replies or receipts (acknowledgement of your email with a response to follow) from me for EVERY email question or assignment you send me. If you do NOT hear from me within 48 hours, I probably did not receive your email. Please resend your message. *Use the Blackboard discussion forum for general questions and comments. But for urgent or time-sensitive matters, please email me directly at rosebrock@shsu.edu. *Be sure to use a respectful tone and language in every email and posting, and always remember that email is ultimately a public venue and can be read by anyone anywhere.

OVERVIEW OF MAJOR COURSE ASSIGNMENTS AND EXAMINATIONS:

- 1. ONLINE DISCUSSION 120 POINTS (20 points per Module, 10 points for Introduction posting)**
- 2. BOOK REVIEWS 600 POINTS (25 points per book, four reviews per module)**
- 3. MIDTERM PROJECT (100 POINTS)**
- 4. FINAL PROJECT (100 POINTS)**
- 5. ZOOM DISCUSSION ATTENDANCE (80 POINTS)**

COURSE SCHEDULE FOR ASSIGNMENT DEADLINES

Module 1: Due September 5

Module 2: Due September 20

Module 3: Due October 5

Midterm Project: Due October 15

Module 4: Due October 20

Module 5: Due November 5

Module 6: Due November 20

Final Project: Due December 1

GRADING POLICY:

All work for this course is to be edited and executed with care and professionalism. Final course grades are based on the accumulation of points for each assignment, with a maximum of 1000 points possible. Students, therefore, also have some control over what they may choose to do or not to do, depending on the final grade each student desires. However, if you are serious about earning an A, you need to plan to do ALL the assignments, and to do your very best on every one. The final grading scale for total points is rather rigorous, as follows:

900-1000 points = A

800-899 points = B

700-799 points = C

600-699 points = D

Below 600 = F

COURSE ASSIGNMENTS:

1. ONLINE DISCUSSION

This course meets totally online; therefore, you must participate actively in the student-led online discussion of the assigned reading(s) and posted “lecture notes” (available in the “Lectures” area) in the course Discussion Forum. This includes posting two-three times for each module discussion online, on different days, not all in one hour to receive full credit. The idea is to encourage interaction, which occurs over time. **NO LATE POSTINGS TO THE DISCUSSION FORUMS WILL BE ALLOWED AFTER EACH MODULE DEADLINE.** We’ll consider our reading of assigned chapters and children’s books. We will also share information about relevant web sites, analysis of recent articles, relevant commentary from external listservs, programming ideas, etc. for each module.

These should all be thoughtful and substantive postings. A few more than three postings is fine in each module if the discussion is lively and interesting, but please avoid posting multiple times-- it becomes overwhelming for all of us. Feel free to use email or instant messaging if you want to dialogue with fellow students further. In addition, you may initiate a thread or respond to the postings of others—either or both is acceptable. (See also the assignment guidelines. You will find these online in the Assignments area of the course.)

In addition to your online discussions, this class requires you to participate in a required Voom session at the beginning of the semester; additional Zooms may be offered.

2. BOOK REVIEWS and BLOG

You will be reading several titles of children's this semester, including featured authors, focus titles, etc. assigned for each module. For each book, you will prepare a brief response in the form of a written book review that will be turned in on Blackboard (see assignment criteria above) AND posted on your own blog. You'll create a blog that houses your reviews for this class, but also offers a "service" for the reading community at large. For each book review you will include the five following components:

- a. Bibliographic data (Be sure to cite the author, title, illustrator (if there is one), publisher, publication date, and ISBN number for each book.)
 - b. Brief plot summary (maximum one paragraph)
 - c. Critical analysis with specific literary considerations pertinent to each genre (this is the "heart" of your review)
 - d. Awards won (if any) and review excerpt(s) (from *Horn Book*, *School Library Journal*, *Booklist*, etc.)
 - e. Connections (related books, enrichment activities, children's responses, etc.)
- *These should be coherent, polished, well-organized sentences and paragraphs. Quality of writing IS a factor in this assignment.

You can use a free blog site service of your choosing, but after much trial and error with previous students, I highly recommend <http://blogspot.com> offered by Google. It's the easiest, most intuitive, and most user-friendly. But you are welcome to use any blog tool you prefer (such as Tumblr or WordPress). Ideally, this will become a tool you can use in the future in your work with children, families, and books. However, for the purposes of this course, do not worry about graphics or other bells and whistles, just get your content posted. There is a special discussion forum set up for posting the URL or address of your blog site once it is set up. If you have a pre-established blog site, you may simply add to it for this course. Just be sure the links and labels for THIS course are all very clear and specific to THIS course. NO DUPLICATION OF BOOKS IS ALLOWED ACROSS COURSES. NO LATE REVIEWS WILL BE ACCEPTED. (Deadlines posted below and also see schedule for assigned dates for each book, as well as the assignment guidelines. You will find these online in the Assignments area of the course.)

As you prepare your reviews, you'll find guidance in evaluating the literary quality of your books and writing your "critical analysis" by looking in each chapter of the textbook where criteria and examples are provided. In the Assignments area of our Blackboard course site there are also sample book reviews and "worksheets" for evaluating books in each genre that may be helpful as you hone your skills in seriously evaluating the quality of children's books.

COURSE READINGS: BOOK REVIEWS

MODULE 1: INTRO AND PICTURE BOOKS (Read and review four books, from each of the following three categories)

DUE DATE: SEPTEMBER 5

*Read **one** of the following recent Caldecott award medal/honor books: FINDING WINNIE: THE TRUE STORY OF THE WORLD'S MOST FAMOUS BEAR by Lindsay Mattick.
LAST STOP ON MARKET STREET by Matt de la Peña
LOCOMOTIVE by Brian Floca
THIS IS NOT MY HAT! by Jon Klassen
A BALL FOR DAISY by Chris Raschka
THE INVENTION OF HUGO CABRET by Brian Selznick.

*Read **one** picture book written and/or illustrated by Betsy Lewin, Mo Willems, Raul Colon or Bryan Collier

*Read **one** of the “classic” picture books that you have never read (be honest):

1. ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY by Judith Viorst
2. ARE YOU MY MOTHER? By P.D. Eastman
3. ELOISE by Kay Thompson
4. GO, DOG. GO! By P.D. Eastman
5. GOODNIGHT MOON by Margaret Wise Brown
6. GREEN EGGS AND HAM by Dr. Seuss
7. MAKE WAY FOR DUCKLINGS by Robert McCloskey
8. MILLIONS OF CATS by Wanda Gag
9. ONE FISH, TWO FISH, RED FISH, BLUE FISH by Dr. Seuss
10. SYLVESTER AND THE MAGIC PEBBLE by William Steig
11. THE CAT IN THE HAT by Dr. Seuss
12. THE POKY LITTLE PUPPY by Janette Sebring Lowrey
13. THE SNOWY DAY by Ezra Jack Keats
14. THE TALE OF PETER RABBIT by Beatrix Potter
15. WHERE THE WILD THINGS ARE by Maurice Sendak

*Read **one** additional book of your choice from this genre category and ALL the book options above

MODULE 2: TRADITIONAL LITERATURE (Read and review four books, one from each of the following three categories)

DUE DATE: SEPTEMBER 20

*Read **one** folktale retold and/or illustrated in picture book format by Ashley Bryan, Yuyi Morales, Joseph Bruchac or Eric Kimmel [be sure it is a FOLKtale and not just a picture book]

*Read **one** picture book variant or version of “The Three Pigs”

*Read **one** of the following Caldecott award/honor and notable traditional tales: THE LION AND THE MOUSE or THE UGLY DUCKLING or THE TORTOISE AND THE HARE by Jerry Pinkney
JOSEPH HAD A LITTLE OVERCOAT or THERE WAS AN OLD LADY WHO SWALLOWED A FLY by Simms Taback

RAPUNZEL or RUMPELSTILTSKIN by Paul O. Zelinsky

SWAMP ANGEL or DUST DEVIL by Anne Isaacs

THE THREE PIGS by David Wiesner (unless you chose this for your version of “The Three Pigs”)

*Read **one** additional book of your choice from this category and ALL the book options above

MODULE 3: POETRY (Read and review four books, one from each of the following three categories)

DUE DATE: OCTOBER 5

*Read **one** of the following award-winning poetry books: BROWN GIRL DREAMING by Jacqueline Woodson

I AM THE BOOK by Lee Bennett Hopkins or BOOKSPEAK by Laura Purdie Salas

VOICE OF FREEDOM: FANNIE LOU HAMER, SPIRIT OF THE CIVIL RIGHTS MOVEMENT or
BIRMINGHAM, 1963 by Carol Boston Weatherford
THE LLAMA WHO HAD NO PAJAMA or THE TREE THAT TIME BUILT edited by Mary Ann Hoberman
and Linda Winston
JAZZ or HERE IN HARLEM or WE ARE AMERICA by Walter Dean Myers
DARK EMPEROR or RED SINGS FROM TREETOPS or THIS IS JUST TO SAY or WINTER BEES by Joyce
Sidman

*Read **one** book of poetry written by J. Patrick Lewis, Nikki Grimes, Douglas Florian or Marilyn Singer (Be
sure it is POETRY and not simply a picture book.)

*Read **one** of the following novels in verse:

THE SURRENDER TREE or THE FIREFLY LETTERS or ENCHANTED AIR by Margarita Engle
DIAMOND WILLOW or CROSSING STONES or HIDDEN by Helen Frost
UNDER THE MESQUITE by Guadalupe Garcia McCall or INSIDE OUT AND BACK AGAIN by Thanhha Lai
or ORCHARDS by Holly Thompson

*Read **one** additional book of your choice from this category and ALL the book options above

MODULE 4: NONFICTION AND BIOGRAPHY (Read and review four books, one from each of the following three categories)

DUE DATE: OCTOBER 20

*Read **one** of the following Orbis Pictus/Sibert Award winning/honor books:

FUNNY BONES: POSADA AND HIS DAY OF THE DEAD CALAVERAS by Duncan Tonatiuh
THE RIGHT WORD: ROGET AND HIS THESAURUS by Jen Bryant
KAKAPO RESCUE: SAVING THE WORLD'S STRANGEST PARROT or QUEST FOR THE TREE
KANGAROO or THE TARANTULA SCIENTIST by Sy Montgomery
THE CALLED THEMSELVES THE K.K.K. or HITLER YOUTH by Susan Campbell Bartoletti
BOMB: THE RACE TO BUILD—AND STEAL—THE WORLD'S MOST DANGEROUS WEAPON or MOST
DANGEROUS: DANIEL ELLSBERG AND THE SECRET HISTORY OF THE VIETNAM WAR by Steve
Sheinkin
WE ARE THE SHIP or HEART AND SOUL by Kadir Nelson
ALMOST ASTRONAUTS: 13 WOMEN WHO DARED TO DREAM or COURAGE HAS NO COLOR by
Tanya Lee Stone

*Read **one** nonfiction book by Steve Jenkins or Jim Murphy or Jan Greenberg (with Sandra Jordan)

*Read one of the following BIOGRAPHIES:

THE FAMILY ROMANOV or THE LINCOLNS: A SCRAPBOOK LOOK AT ABRAHAM AND MARY or
OUR ELEANOR: A SCRAPBOOK LOOK AT ELEANOR ROOSEVELT'S REMARKABLE LIFE by Candace
Fleming
A HOME FOR MR. EMERSON or WHAT TO DO ABOUT ALICE or THE EXTRAORDINARY MARK
TWIN by Barbara Kerley
THE VOICE THAT CHALLENGED A NATION or BECOMING BEN FRANKLIN by Russell Freedman
DRAWING FROM MEMORY by Allen Say or THE HOUSE BABA BUILT by Ed Young

*Read **one** additional book of your choice from this category and the book options above

MODULE 5: HISTORICAL FICTION (Read and review four books, one from each of the following three categories)

DUE DATE: NOVEMBER 5

[CONSIDER FINDING ONE OF THESE BOOKS ON AUDIOTAPE AND LISTEN TO IT (UNABRIDGED, PLEASE) AND REVIEW THE AUDIOBOOK. THIS IS NOT REQUIRED, BUT ENCOURAGED.]

*Read **one** of the following Scott O'Dell Award winning books:

THE HIRED GIRL by Laura Amy Schlitz DASH by Kirby Larson

DEAD END IN NORVELT by Jack Gantos

ONE CRAZY SUMMER by Rita Williams-Garcia

ELIJAH OF BUXTON by Christopher Paul Curtis THE GREEN GLASS SEA by Ellen Klages

CHICKADEE or THE GAME OF SILENCE by Louise Erdrich

*Read **one** historical novel by Karen Cushman, Patricia Reilly Giff, Graham Salisbury or Laurence Yep (Be sure it is HISTORICAL, not just a fictional novel)

*Read one of the following historical novels:

THE WAR THAT SAVED MY LIFE by Kimberly Brubaker Bradley

THE EVOLUTION OF CALPURNIA TATE by Jacqueline Kelly

OKAY FOR NOW or THE WEDNESDAY WARS or LIZZIE BRIGHT AND THE BUCKMINSTER BOY by Gary D. Schmidt

TURTLE IN PARADISE or PENNY FROM HEAVEN or OUR ONLY MAY AMELIA by Jennifer Holm

BREAKING STALIN'S NOSE by Eugene Yelchin

PAPERBOY by Vince Vawter

*Read **one** additional book of your choice from this category and ALL the book options above

MODULE 6: FICTION, FANTASY, AND GRAPHIC NOVELS (Read and review four books, one from each of the following three categories)

DUE DATE NOVEMBER 20

[CONSIDER FINDING ONE OF THESE BOOKS ON AUDIOTAPE AND LISTEN TO IT (UNABRIDGED, PLEASE) AND REVIEW THE AUDIOBOOK. THIS IS NOT REQUIRED, BUT ENCOURAGED.]

*Read **two** of the following Newbery Award winners/honor books:

THE CROSSOVER by Kwame Alexander

ECHO by Pam Muñoz Ryan

FLORA & ULYSSES by Kate DiCamillo

THE GRAVEYARD BOOK by Neil Gaiman

SAVVY by Ingrid Law

RULES by Cynthia Lord

*Read **two** of the following graphic novels:

EL DEAF by Cece Bell

SMILE, SISTERS, or GHOST by Raina Telgemeier

ROLLER GIRL by Victoria Jamieson

RAPUNZEL'S REVENGE or CALAMITY JACK by Shannon Hale, Dean Hale, and Nathan Hale

THE ARRIVAL or LOST AND FOUND or TALES FROM OUTER SUBURBIA by Shaun Tan

Any in the LUNCH LADY series by Jarrett Krosoczka or BABY MOUSE or SUNNY series by Jennifer and

3. MIDTERM PROJECT: Survey of Collection or Creative Digital Project of Choice

DUE DATE: OCTOBER 15

The midterm project is in lieu of an exam and enables you to apply your knowledge of children's literature. As you progress through the course, you will encounter many new book titles, authors, publishing trends, literary perspectives and practical applications. As you explore the field of children's literature, consider which area interests you the most. We will focus on the major awards given in the field and you have two choices for your Midterm Project for this course, either a survey study of a library collection or a creative project of your choosing that highlights a particular book, author, or award. Creative digital options may include (but are definitely not limited to) iMovies, Smores, Emaze, and PowToon).

4. FINAL PROJECT: Outside Reading Annotated Bibliographies

DUE DATE: DECEMBER 1

In addition to the books required for whole class reading, students are expected to read an additional 30 books for children. The books must meet the requirements listed below. Students will create 3 separate annotated bibliographies which are to be prepared as if they are for distribution to children and parents at a Family Literacy Night. You may select 3 of the categories below to complete the annotated bibliographies.

- 10 Caldecott or Caldecott Honor winning books (the books should cover at least a 50-year range)
- 10 books from the NYT Bestseller Lists for Children's Picture Books from 2015-2017
- 10 books from the Pura Belpre Award list (winners and honor books)
- 10 Coretta Scott King or CSK Honor winning books (the books should cover a 30- year range)
- 10 books from the Geisel Award or Honor winning books
- 10 Graphic Novels from the resources provided
- 10 Children's Poetry books
- 10 Easy Reader books (description included on Blackboard)

STUDENT SYLLABUS GUIDELINES:

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)[Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

STUDENT SERVICES FOR STUDENTS WITH DISABILITIES:

It is the policy of Sam Houston State University that no otherwise qualified disabled individuals shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or activity.

SSD Office Location: Lee Drain Annex (next to the Farrington Building)

Telephone: 936-294-3512

TDD: 936-294-3786

E-mail: disability@shsu.edu

Web Address: www.shsu.edu/disability

NCATE ACCREDITATION:

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

NCATE Standards

CAEP Standards

THE CONCEPTUAL FRAMEWORK AND MODEL:

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students 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 preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem- solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.

3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.&4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC#2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross- cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

COLLEGE OF EDUCATION INFORMATION:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix (A blank example is provided below):

- 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.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment

- ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment TS— Texas Educator Standards/ Competencies CF—Conceptual Framework Indicator N—NCATE Knowledge
2.1 Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.	Assigned readings of trade book Readings in textbook Annotated Bibliographies	Textbook Discussions Annotated Bibliographies Blog posts	TS- I.001 CF-1, 2 N-Standard 2 D/DP-2, 3, 5, 12
2.2 Reading promotion Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.	Annotated bibliographies Textbook discussions	Textbook Discussion	TS- III.005 CF-5, 2 N-Standard 2 D/DP-1, 5, 6, 7, 12

2.3 Respect for diversity Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.	Annotated Bibliographies, especially Belpre and CS King Textbook readings and discussions	Textbook Discussions Annotated bibliographies Blogpostings	TS-I.001 CF- 1, 3, 4 N-Standard 2 D/DP-1, 3, 5, 6, 9, 12
2.4 Literacy strategies Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.	Blogposting	Textbook Discussion Annotated bibliographies Blog posts	TS-I.001, III.005 CF- 3 N-Standard 2 D/DP-2, 3, 4, 6, 10, 11, 13
Locate, apply and understand the principles of intellectual freedom, information	Blogpostings Textbook Discussion	Textbook Discussion Blog posts	TS-III.005 CF-1 N-Standard 2 D/DP-1, 2, 4, 5, 12, 13

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for *specialty organization standards*:

http://www.ala.org/aasleducation/schoollibraryed/ala-aasl_slms2003.pdf

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

RELATED PROFESSIONAL READINGS IN CHILDREN'S LITERATURE

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