



**READ 5302.060 [Online]
Issues in the Teaching of Literacy
Using Children's and Adolescent Literature
Summer II 2024
The University of Texas at Tyler**

A. Instructor Information	Joanna Neel, Ed. D., Associate Professor
Semester & Year:	Summer II 2024
Time & Day:	Online
Location:	Virtual
Office:	BEP 248 B
Phone:	903-565-5750
Email:	jneel@uttyler.edu (preferred method of contact) I check email multiple times daily, including weekends and holidays.
Virtual Office Hours:	7:00 AM -11:30 AM each day of the course and monitoring throughout the day and evening. <i>Appointments available-please email to schedule.</i> Zoom meetings will be scheduled throughout the five-week course.
First Day of Class:	Monday, July 8, 2024
Census Date:	Thursday, July 11, 2024
Last Day to Withdraw:	Tuesday, July 30, 2024
Final Exam:	August 10, 2024
End of Semester:	August 10, 2024
Grades Submitted:	TBD 2024

[**Technology Hotline** 903 565- 5555 extension 2]

B. Catalogue Course Description:

“Examination of current educational issues relating to the selection and use of children’s and adolescent literature for teaching literacy in the PreK-Grade 12 classroom.”

This graduate course will engage you in the critical examination of a wide array of current educational issues relating to the use of children’s and adolescent, i.e., young adult, literature, in the PreK-Grade 12 classroom. You will develop, analyze, and clarify your knowledge base and personal beliefs regarding children’s and adolescent literature use and selection.

C. Knowledge Base(s) and Rationale: This graduate level course is designed to engage students in the critical examination of current educational issues relating to the use of children's and adolescent, i.e., young adult, literature, in the PreK-Grade 12 classroom. Students will learn theory, practice, and design of literacy instruction for prospective and practicing teachers as well as instructional leaders who wish to develop and/or expand their knowledge, skills, and dispositions by studying multiple genres of literature and how to teach literacy skills and strategies with literature, effectively in Prek-12 school settings. Course content is informed by established research, policy, and practice resources, which focus on the role of reading as a process and product and its impact on teacher instructional practices and student literacy achievement outcomes in the area of reading a variety of literature. Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (ILA, 2010; TEA, 2006).

ILA standards pertain primarily to elements of:

Standard 1: Foundational Knowledge;

Standard 2: Curriculum and Instruction;

Standard 3: Assessment and Evaluation,

Standard 4: Diversity & Equity- Diversity Project (3 Issue Papers), & Character Study

Standard 5: Literate Environment.

TExES Standards pertain primarily to Domain 2: Instruction and Assessment-Components of Literacy, Domain 3: Instruction and Assessment: Resources and Procedures, and Domain 4: Professional Knowledge and Leadership

The 2021 International Society for Technology in Education (ISTE) Standards are integrated throughout the course.

2.1 Educators: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2.2. Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

2.3 Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.

2.4 Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

2.5 Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

2.6 Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

2.7 Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Starting summer 2024 semester, candidates in READ 5302 will design a variety of learning contexts that include positive physical environment (e.g., tables, chairs, lighting, nooks, book options, anchor charts, audio books, plus time and routines for exploration), social literacy rich learning environments (e.g., students have opportunities to read, be read to, partner reading, develop strategies for selecting books for themselves, genre selection, book clubs, literature circles, and reading conferences), grouping structures (e.g., whole group, small group, partners, and individual), and social interactions such as collaboratively developed behavioral mores, opportunities for discussions in whole group, small group, and pairs to discuss books' language, authorial choices, illustrations, and more.

C. Course Goals; Student Learning Outcomes; Assessments; and Related International Literacy Reading Association (ILA)/National Council of Teachers of English (NCTE) Standards:

Course Goals

You will have the opportunity to attain:

- 1. Increased awareness of both current and perennial issues** relating to **selection and use** of children's and adolescent literature in PreK-Grade 12 classrooms, including those relating to new communication technologies, censorship, stereotyping, and diversity. In addition to obtaining an increased understanding of diverse perspectives regarding such issues, **you will clarify and develop your own positions on these issues.**
- 2. Increased knowledge of children's and adolescent literature**, including relatively new literary forms, e.g., *graphica*, and, also, increased awareness of the development, breadth, and cultural diversity of children's and adolescent literature, the defining characteristics of genre, the textual and visual elements of children's and adolescent literature, and salient works by key authors and illustrators.
- 3. Increased knowledge of how to design a variety of learning contexts** that include positive physical environment (e.g., tables, chairs, lighting, nooks, book options, anchor charts, audio books, plus time and routines for exploration), social literacy rich learning environments (e.g., students have opportunities to read, be read to, partner reading, develop strategies for selecting books for themselves, genre selection, book clubs, literature circles, and reading conferences), grouping structures (e.g., whole group, small group, partners, and individual), and social interactions such as collaboratively developed behavioral mores, opportunities for discussions in whole group, small group, and pairs to discuss books' language, authorial. (ILA 5.4)

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
<p>1. Develop a basic understanding and increased awareness of both current and perennial issues relating to selection and use of children’s and adolescent literature in PreK-Grade 12 classrooms, including those relating to new communication technologies, censorship, stereotyping, and diversity. In addition to obtaining an increased understanding of diverse perspectives regarding such issues, you will clarify and develop your own positions on these issues.</p>	Course Readings	Diversity Project (3 Issues Papers)	ILA: 1.1, 1.2
<p>2. Attain & implement an increased knowledge of children’s and adolescent literature, including relatively new literary forms, e.g., <i>graphica</i>, and, also, increased awareness of the development, breadth, and cultural diversity of children’s and adolescent literature, the defining characteristics of genre, the textual and visual elements of children’s and adolescent literature, and salient works by key authors and illustrators.</p>	Course Readings		ILA: 4.2 TExES: Standard IV TES: 6:Cii ILA: 2.1. 2.2, 2.3, 2.4, 3.2, 3.3, 6.2, 6.3, 6.4 InTASC: 6
<p>3. Increase knowledge of how to design a variety of learning contexts that include positive physical environment (e.g., tables, chairs, lighting, nooks, book options, anchor charts, audio books, plus time and routines for exploration), social literacy rich learning environments (e.g., students have opportunities to read, be read to, partner reading, develop strategies for selecting books for themselves, genre selection, book clubs, literature circles, and reading conferences), grouping structures (e.g., whole group, small group, partners, and individual), and social interactions such as collaboratively developed behavioral mores, opportunities for discussions in whole group, small group, and pairs to discuss books’ language, authorial choices, illustrations, and more.</p>		Class Environment Plan Social Literacy-Rich Environment to include class expectations for collaborative conversations, lit. groups, buddy reading, book talks, & readers theatre Effective Grouping Practices Assignment	ILA: 5.4

Specific guidelines and grading criteria for each assignment are available on Canvas, separate from this syllabus.

D. Teaching Strategies:

Web 2.0 learning tools (blogs, discussion boards, etc.); online, narrated *PowerPoint lectures*, videos, etc.; cooperative/collaborative learning; readings from the Internet; multimedia components; distance learning, peer responses, etc. (Lectures have accompanying lecture notes in pdf form for you.)

E. Required and Recommended Texts, Materials, & Supplies:

ESSEN.OF CHILDREN'S LITERATURE-TEXT

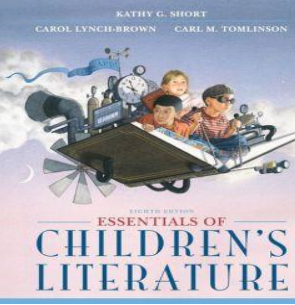

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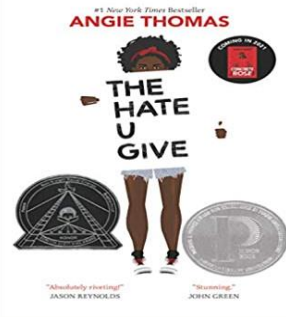
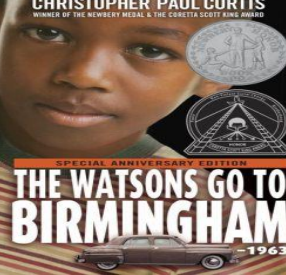
- **EDITION:** 8TH 14
- **PUBLISHER:** PEARSON
- **ISBN:** 9780133066739

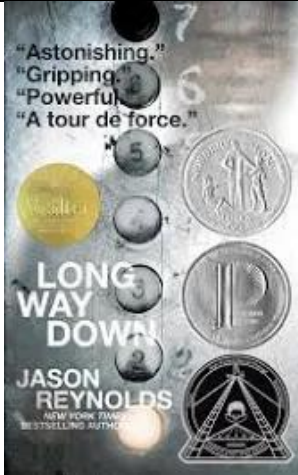
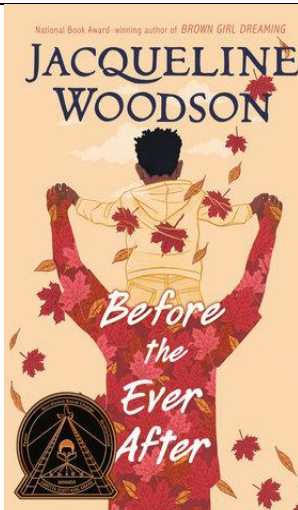

Culturally Responsive Teaching by Kathy G. Short; Carol Lynch-Brown; Carl M. Tomlinson

- Publisher: Pearson
- Required Text ISBN: 978-0-13-306673-9

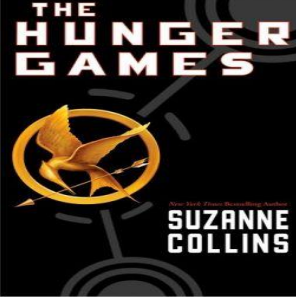
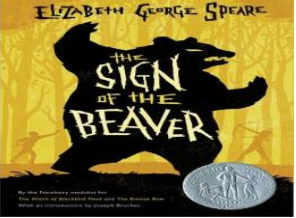
READ 5302 460 Summer 2023 Book List:

Book Cover:	Title & Author:	Publisher & ISBN #'s	Awards:
	Essentials of Children's Literature 8 th Edition By: Kathy G. Short; Carol Lynch-Brown; Carl M. Tomlinson	Pearson ISBN: 9780133066739	
	Culturally Responsive Teaching by Geneva Gay	ISBN: 978-0807758762	

	<p>The Hate U Give</p> <p>By: Angie Thomas</p>	<p>9780062498533</p>	<ul style="list-style-type: none"> • 2017 Goodreads Choice Awards Best Young Adult Fiction ^[34] • 2017 Goodreads Choice Awards Best Debut Goodreads Author winner^[35] • 2017 National Book Awards longlist for young adult literature.^[36] • 2018 William C. Morris Award for best debut book for teens ^[37] • 2018 Michael L. Printz Award^[38] • 2018 Coretta Scott King Book Award Honor Book^[39] • 2018 Waterstones Children's Book Prize for Older Fiction ^[40] • 2018 Odyssey Award for Excellence in Audiobook Production^[41] • 2018 British Book Awards Children's Book of the Year Shortlist ^[40] • 2018 Goodreads Choice Awards Best of the Best winner^[42] • 2018 Carnegie Medal shortlist ^[43] • 2018 Deutscher Jugendliteraturpreis in the "young adult jury" section^[44] • 2018 Audie Award for Young Adult novel^[45] • 2018 Audie Award for Best Female Narrator ^[45] • 2018 Edgar Award Nominee for Best Young Adult ^[46] • 2018 Indies Choice Award for Young Adult Book of the Year
	<p>The Watsons Go to Birmingham</p> <p>by: Christopher Paul Curtis</p>	<p>Penguin Random House Publishers 1997</p> <p>ISBN:9780440414124</p>	<p>Newbery Honor 1996, a Coretta Scott King (wife of Dr. Martin Luther King, Jr.) Honor, and the Golden Kite Award.</p>

	<p>Long Way Down</p> <p>by: Jason Reynolds</p> <p>African-American Author</p>	<p>Publisher: Simon & Schuster</p> <p>9780571335121</p>	<ul style="list-style-type: none"> • A Newbery Honor Book • A Coretta Scott King Honor Book • A Printz Honor Book • A Time Best YA Book of All Time (2021) • A Los Angeles Times Book Prize Winner for Young Adult Literature • Longlisted for the National Book Award for Young People's Literature • Winner of the Walter Dean Myers Award • An Edgar Award Winner for Best Young Adult Fiction • Parents' Choice Gold Award Winner • An Entertainment Weekly Best YA Book of 2017 • A Vulture Best YA Book of • 2017A BuzzFeed Best YA Book of 2017
	<p>Before the Ever After</p> <p>By: Jacqueline Woodson</p> <p>African-American Author</p>	<p>Publisher: Nancy Paulsen Books</p> <p>9780399545436</p>	<ul style="list-style-type: none"> • Winner of the NAACP Image Award • Winner of the Coretta Scott King Author Award • National Book Award winner Jacqueline
	<p>New Kid</p> <p>by: Jerry Craft</p> <p>Author is African-American</p>	<p>Publisher: Harper Collins</p> <p>2119</p> <p>9780062691200</p>	<ul style="list-style-type: none"> • Newbery Award • Coretta Scott King Award • 2020 Kirkus Prize

	<p>When You Trap a Tiger by: Tae Kellar</p> <p>Author is from Korea.</p>	<p>Published 2020 9781524715700</p>	<ul style="list-style-type: none"> • 2021 Newbery Award
	<p>Farmer Boy By: Laura Ingalls Wilder</p>	<p>Harper Publishing 97890060885380</p> <p>Year Published:1933</p>	
	<p>Hatchet by: Gary Paulsen</p>	<p>Puffin Books Published: 1988 9780140327243</p>	<ul style="list-style-type: none"> • John Newbery Award 1988; • Dorothy Canfield Fisher Award for Children's Literature 1989
	<p>Charlotte's Web By: E.B. White</p>	<p>Harper Publishing 1952 9780380709595</p>	<ul style="list-style-type: none"> • Newbery Award • George C. Stone Center for Children's Book/Merit Award • Laura Ingalls Wilder Award

	<p>The Hunger Games</p> <p>By: Suzanne Collins</p>	<p>Scholastic</p> <p>9780439023528</p>	<ul style="list-style-type: none"> • #1 New York Bestseller • #1 USA Today Bestseller • Wall Street Journal Bestseller • New York Times • Notable Children's Book of 2008 • An American Library Association • Top Ten Best Books for Young Adults Selection • ALA Notable Children's Book • 2009 ALA Amelia Bloomer Project List • 2008 Cybil Award-Fantasy & Sci. Fiction • 2009 Children's Choice Book Award • Teen Choice Book of the Year Finalist • YALSA'S Teens' Top Ten, 2009 • School Library Journal Best Books of 2008 etc..
	<p>Sign of the Beavery</p> <p>By: George Speare</p>	<p>HBC Trade</p> <p>9780547577111</p>	

G. Course Evaluation & Grading:

<p>Assignment:</p>		
<p>Quizzes: (short, recall, comprehension-level items Over the content of the online instructor-created lectures)</p>	<p>10 Points</p>	<p>Quiz 1,2,3 Week #2 Open Tues. 8:00 AM Due: Sun. 11:59 PM Quiz 4,5,6 Week #3 Open Mon. 8:00AM Due: Sun. 11:59 PM Quiz 7,8 Week #4 Open Mon. 8:00AM Due: Sun 11:59 PM Quiz 9,10,11,12 Week #5 Open Mon. 8:00AM Due: Sun; 11:59PM</p>
<p>Critical Issues Discussion- Students will respond to critical issues raised by professor. Respond with a brief rationale for/ clarification of/</p>	<p>10 Points</p>	<p>Due Weekly</p>

support of your positions.		
Physical Class Environment Plan: Design a variety of literacy learning contexts that include positive physical environments (e.g., tables, chairs, lighting, nooks, book options, anchor charts, audio books, plus time and routines for exploration).	5 Points	Due Week 2
Social Literacy-Rich Environment Design Design ways to foster social interactions to include class expectations for collaborative conversations, lit. groups, buddy reading, book talks, & readers theatre.	5 Points	Due Week 3
Effective Grouping Practices Assignment: Design and plan effective grouping practices to best meet the unique literacy learning needs of students by providing a variety of dynamic learning groups (Whole group, partners, and individual), and social interactions such as collaboratively developed behavioral mores, opportunities for discussions in whole group, small group, and pairs to discuss books' language, authorial choices, illustrations, and more.	10 Points	Due Week 4
READ 5302: Diversity Project Issue Paper #1 Book: <u>The Hate U Give</u> by Angie Thomas. Instructions: Please read <u>The Hate U Give</u> by Angie Thomas. Identify the following in the book: (1) setting: time & place (2) characters and character development (3) issues and problems faced by characters (4) solutions to issues/ problems (5) themes in the book (6) how the author addresses diversity throughout the book. Write a five-page, (double-spaced paper, Times New Roman Font 12) discussing your findings. Once you have completed the first issue paper, upload it to the tab in Canvas entitled: Issue Paper #1.	20 Points	Diversity Project Issue Paper #1: Due Sunday Week #2. by 11:59 PM
Diversity Project Issue Paper #2: ILA Standard: Diversity: 4.2 PAPER #2 BOOKS: New Kid & Watsons Go to Birmingham Read the required books. Please note that since The Hate U Give was used in Diversity Project Issue Paper #1, it may not be one of the books you use for this assignment. <u>New Kid</u> <u>Watsons Go to Birmingham.</u> Compare the two books you selected that have similar themes and compare the two books with a recent news article. STEPS: 1) Read the two books you selected.	20 Points	Diversity Project Issue Paper #2 Due Sunday Week #3 11:59 PM

<p>2) Select & read an article or transcript from a news story from 2017-2022 about equality, equity, race, racial tensions, racial policies, diversity.</p> <p>3) Write a four - page issue paper discussing the books and the article, comparing and contrasting the two books and article, discussing themes, perspectives, tensions, similarities and differences. Please include implications and lessons from the two books and articles that you can implement into your teaching and possibly into a staff professional development session for teachers at your school/ district. You may note how this body of literature could be used in future lessons, what extension activities students could do to reinforce the lesson.</p> <p>4) Submit the paper into Canvas into the Issue Paper #2 The Watsons Birmingham; New Kid & Article</p>		
<p>Diversity Project Issue Paper #3 Cultural Diversity Paper #3: Issues Paper 3: Goal: Comparing historical fiction or contemporary realistic fiction or nonfiction through the lens of diversity.</p> <p>Review your completed Text Comparison Chart of information from the literature assigned for this course. Based on the information on the chart, select one or more of the books that have similar themes. Next, watch the movie(s) you select. Please compare & contrast the text and movie, discussing the big themes of the book & movie. Please note that if you wish, you may compare more than one of the books and movies. Please explain your rationale and discussion of the theme that is evident in both. For example: Dances with Wolves could be paired with Sign of the Beaver under the big overarching themes of survival, westward expansion, shifting societies, migration west, settling of the wild frontier, hardships and dangers, etc. Please post your paper to the Issue Paper/ Project #3 Tab.</p> <p>Books:</p> <p><u>The Hate U Give</u></p> <p><u>New Kid</u></p> <p><u>When You Trap a Tiger</u></p> <p><u>Before the Ever After</u></p> <p><u>Long Way Down</u></p> <p><u>Charlotte's Web:</u></p> <p><u>Sign of the Beaver;</u></p> <p><u>The Hunger Games;</u></p> <p><u>Hatchet;</u></p>	20 Points	Issue Paper #3 Due Sunday Week #4 by 11:39 PM

Watsons Go to Birmingham .

Goal: Racial, ethnic, or cultural perspective.

Movies:

- *Dances With Wolves starring Kevin Costner
- *Hostiles released in 2017
- *Open Range Kevin Costner, Robert Duvall
- *Remember the Titans starring Denzel Washington
- *Guess Who's Coming to Dinner- with Spencer Tracy & Kathryn Hepburn
- *Hidden Figures starring Octavia Spencer
- *To Kill a Mockingbird starring Gregory Peck
- *The Hunger Games

STEPS:

- 1) Compare two books that have similar themes and a movie from the lists.
- 2) Write a compare/ contrast paper noting the similarities & differences between the book and movie, noting how the themes, plot, characters are similar.
- 3) Post the paper into Canvas under Issues Paper 3 Thread.